

Year Five - Key Skills Planner 2020-2021

|         | <b>Autumn 1</b><br>7 weeks   | <b>Autumn 2</b><br>7 weeks   | <b>Spring 1</b><br>6 weeks   | <b>Spring 2</b><br>6 weeks  | <b>Summer 1</b><br>6 weeks<br>(2 days for Eid/INSET)  | <b>Summer 2</b><br>6 weeks, 2 days   |
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|         | <b>Rainforests</b>   | <b>The Tudors</b>  | <b>The Egyptians</b>   | <b>Rivers and Mountains</b>   | <b>World War 2</b>  | <b>World War 2</b>   |
| LOTc    |  |  |  |   |   |  |
| Science | <p><b>Living things and their habitats</b></p> <p>Can they describe the differences in the life cycles of a mammal, an amphibian, insects and a bird?<br/>Can they describe the life cycles of common plants?<br/>Can they explore the work of well known naturalists and animal behaviourists? (David Attenborough and Jane Goodall)</p> <p>Can they present a report of their findings through writing, display and presentation?</p> <p>**** Blue text is Working Scientifically skills</p> | <p><b>Materials</b></p> <p>Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?<br/>Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic?</p> <p>Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?<br/>Can they use test results to make predictions to set up comparative and fair tests?<br/>Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?<br/>Can they find a pattern from their data and explain what it shows?</p> | <p><b>Earth and Space</b></p> <p>Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?<br/>Can they explain how seasons and the associated weather is created?<br/>Can they describe and explain the movement of the Moon relative to the Earth?<br/>Can they describe the sun, earth and moon as approximately spherical bodies?<br/>Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?</p> <p>Can they use a graph to answer scientific questions?</p> | <p><b>Properties and changes to materials</b></p> <p>Can they explain how some materials dissolve in liquid to form a solution?<br/>Can they describe how to recover a substance from a solution?<br/>Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?<br/>Can they describe changes using scientific words? (evaporation, condensation)<br/>Can they demonstrate that dissolving, mixing and changes of state are reversible changes?<br/>Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?<br/>Can they use the terms 'reversible' and 'irreversible'?</p> <p>Can they take measurements using a range of scientific equipment with increasing accuracy and precision?<br/>Can they take repeat readings when appropriate?<br/>Can they suggest how to improve their work and say why they think this?</p> | <p><b>Forces</b></p> <p>Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?<br/>Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?<br/>Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</p> <p>Can they explore different ways to test an idea, choose the best way and give reasons?<br/>Can they make a prediction with reasons?<br/>Can they report and present findings from enquiries through written explanations and conclusions?</p> | <p><b>Animals, including humans</b></p> <p>Can they describe the changes as humans develop to old age?</p> |

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| <p>Art – not finished yet....lots of ideas to rearrange</p> | <p>Curriculum Link: Rainforests<br/><b>Sketching and (painting)</b><br/><b>Artists:</b><br/><b>Henri Rousseau &amp; Oenone Hammersley</b></p> <p>Can they learn about the work of others by looking at their work in books, the Internet, view galleries online and other sources of information?<br/>Can they experiment with different styles certain artists have used?<br/>Can they keep notes in their sketch books as to how they might develop their work further?<br/>Can they use their sketch books to compare and discuss ideas with others?</p>  | <p>Curriculum link: Tudors<br/><b>Clay Tudor houses on hessian</b> Can they experiment with and combine materials and processes to design and make 3D form?<br/>clay and other mouldable materials?</p>  | <p>Curriculum Link: Eyprians<br/>Can they identify and draw simple objects, and use marks and lines to produce texture?<br/><b>*Egyptians – texture on hieroglyphs e.g. feather looking 3D?</b></p> <p>Can they print using a number of colours?<br/><b>*using thick card on card in shapes to print</b><br/>Can they create an accurate print design that meets a given criteria?</p> <p><b>*Printing hieroglyphs</b></p>  |  | <p>Curriculum Link: WW2<br/><b>Collage of WWII symbols, photos and film clips</b><br/>Can they create a piece of art work which includes the integration of digital images they have taken?<br/>Can they combine graphics and text based on their research?<br/>Can they combine visual and tactile qualities to express mood and emotion?</p> <p>*</p> <p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.?<br/>This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery?</p> | <p>Do they successfully use shading to create mood and feeling?<br/>Can they organise line, tone, shape and colour to represent figures and forms in movement?<br/>Can they explain why they have chosen specific materials to draw with?<br/>Can they create a range of moods in their paintings?<br/>Can they express their emotions accurately through their painting and sketches?<br/>Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p> <p><b>*Sketching and (painting) faces, emotions/expressions in pics. WW2</b></p> |
| <p>DT</p>   | <p><b>Mechanical systems – Pulleys and gears</b><br/>Can they make up a prototype first?<br/>Can they suggest some alternative plans and say what the good points and drawbacks are about each?<br/>Can they use a range of tools and equipment expertly?<br/>Can they use a range of joining techniques?<br/>Do they persevere through different stages of the making process?<br/>Can they refine their product after testing it?<br/>How have they ensured that their product is strong and fit for purpose?</p>  | <p><b>Mechanical systems - Cams</b><br/>Can they come up with a range of ideas after they have collected information?<br/>Are their measurements accurate enough to ensure that everything is precise?<br/>Do they keep checking that their design is the best it can be?<br/>Can they incorporate a switch into their product?<br/>Can they incorporate hydraulics and pneumatics?<br/>Are they motivated enough to refine and further improve their product using mouldable materials?</p> | <p><b>Food – celebrating cultures and seasonality</b><br/>Can they use a range of cooking techniques?<br/>Can they be hygienic?<br/>Can they explain why their finished product is going to be of good quality and will appeal to the audience?<br/>Can they produce a detailed step-by-step plan?<br/>Do they check whether anything could be improved?<br/>How have they presented their product well?<br/>Can they evaluate appearance and function against the original criteria?</p> |  |  |  |
| <p>French - skills to be changed?<br/>Check with Ellie!</p> | <p><b>Listening and responding</b><br/>Do they understand longer passages made up of familiar language in simple sentences?<br/>Can they identify the main points and some details?</p> <p><b>Speaking</b><br/>Can they hold a simple conversation with at least 3-4 exchanges?<br/>Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p><b>Reading and responding</b><br/>Can they understand a short story or factual text and note some of the main points?<br/>Can they use context to work out unfamiliar words?</p> <p><b>Writing</b><br/>Can they write a paragraph of about 3-4 simple sentences?<br/>Can they adapt and substitute individual words and set phrases?<br/>Can they use a dictionary or glossary to check words they have learnt?</p> |  |   |  |  |  |

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| Geography - last years - skills not sorted yet | <p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?<br/>                 *Link with the book 'Where the Forest Meets the Sea'</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time?<br/>                 * do after learning of time zones</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>Can they find possible answers to their own geographical questions?</p> <p>Can they collect information about a place and use it in a report?</p> <p>Can they locate the USA and Canada on a World Map and atlas?</p> <p>Can they locate and name the main countries in South America and on a World Map and Atlas?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a <b>region of North of South America. (Amazon)</b></p> |  | <p><b>Can they explain how the water cycle works?</b><br/> <b>Can they explain why water is such a valuable commodity?</b></p> <ul style="list-style-type: none"> <li>• Science link</li> </ul> | <p>Can they name and locate many of the world's major rivers on a map?</p> <p>Can they name and locate many of the world's most famous mountain ranges on a map?</p> <p>Can they explain why people are attracted to live by rivers?<br/>                 Can they explain why many cities of the world are situated by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p>Can they map land use?</p> <p>Can they make detailed sketches and plans; improving their accuracy later?<br/>                 * <b>Link with art skills of reflection.</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, <b>a region in a European country</b> and a region on North of South America. <b>(Alps?)</b></p> | <p>Understand geographical similarities and differences through the study of human and physical geography of <b>a region of the UK</b>, a region in a European country and a region of North of South America.<br/> <b>(a bombed area?)</b></p> |  |
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| <p>History - last years - skills not sorted yet</p>                               |  | <p>Can they test out a hypothesis in order to answer a question?<br/>Can they describe historical events from the different period/s they are studying/have studied?<br/><b>*Tudors</b></p> <p>Can they explain the role that Britain has had in spreading Christian values across the world?<br/><b>*Tudors</b></p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?<br/><b>*Gun powder plot (1605, Tudors to 1603)</b></p> | <p><i>Can they describe historical events from the different period/s they are studying/have studied?</i><br/><i>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</i><br/><i>Can they use dates and historical language in their work?</i><br/><i>Can they use their mathematical skills to work out exact time scales and differences as need be?</i></p> <p><b>*Egyptians</b></p> |  | <p>Do they appreciate that significant events in history have helped shape the country we have today?<br/>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? <b>*NEW TO TOPIC*</b></p> <p><b>*WWII → link to production, costumes, way of life etc.</b></p> <p>Do they have a good understanding as to how crime and punishment has changed over the years?<br/><b>*WW2 punishments – concentration camps, crimes – spies, traitors.</b></p> | <p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?<br/><a href="https://www.youtube.com/watch?v=dSLduZTInTA">https://www.youtube.com/watch?v=dSLduZTInTA</a></p> <p>A local history study<br/><b>* Brown Wardle Hill – old firing range with Block houses, discuss prior use.</b><br/><b>*Evacuee experience – East Lancs railway -</b><br/><a href="http://www.eastlancsrailway.org.uk/schools-groups/school-visits/evacuee-experience.aspx">http://www.eastlancsrailway.org.uk/schools-groups/school-visits/evacuee-experience.aspx</a></p> |
| <p>Music - to be sorted after more info received - very singing based - when?</p> | <p><b>Class instrument – Violins – Spring &amp; Summer Monday mornings 9-10.</b></p> <p><b>Composing (incl notation)</b><br/>Can they change sounds or organise them differently to change the effect?<br/>Can they compose music which meets specific criteria?<br/>Can they use their notations to record groups of pitches (chords)?<br/>Can they use a music diary to record aspects of the composition process?<br/>Can they choose the most appropriate tempo for a piece of music?</p> <p><b>Performing – production for majority</b><br/>Do they breathe in the correct place when singing?<br/>Can they sing and use their understanding of meaning to add expression?<br/>Can they maintain their part whilst others are performing their part?<br/>Can they perform ‘by ear’ and from simple notations?<br/>Can they improvise within a group using melodic and rhythmic phrases?<br/>Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</p> <p><b>Appraising</b><br/>Can they describe, compare and evaluate music using musical vocabulary?<br/>Can they explain why they think their music is successful or unsuccessful?<br/>Can they suggest improvements to their own or others’ work?<br/>Can they contrast the work of famous composers and show preferences?</p> |   |   |  |   |  |

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| <p>PSHE - old skills - new scheme to be shared in Sept. Update skills then.</p> | <p><i>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online and through social media).</i></p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves or others.</p> <p>The responsible use of mobile phones; safe keeping and safe user habits (time limits, passcode, turning it off at night etc).</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share ;who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p><i>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect if necessary constructively challenge others' points of view.</i></p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To explore and critique how the media present information.</p> | <p><i>About change, including transitions (between key stages and school), loss separation, divorce and bereavement</i></p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and family.</p> <p>To recognise what constitutes a positive healthy relationship and develop skills to form and maintain these.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that they can get support if they have fears for themselves or their peers.</p> <p>How their body will, and their emotions may, change as they approach and move through puberty.</p> <p>The concept of keeping something secret or confidential, when they should or should not agree to this and when it is right to break a confidence or share a secret.</p> | <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To realise the consequences of anti social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To recognise and challenge stereotypes.</p> <p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>Which, why and how commonly available substances and drugs (alcohol, tobacco and energy drinks) can damage their immediate and future health and safety and that some are restricted and some are illegal to own, use and give to others.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (incl. cyber bullying, use of prejudice based language, trolling and how to respond or ask for help).</p> <p>About the role money plays in their own and others' lives, including how to manage their money and being a critical consumer. →<br/> <a href="https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</a></p> <p><i>What is meant by enterprise and begin to develop enterprise skills.</i></p> |
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| RE | <p><b>Why do some people believe God exists?</b></p> <ol style="list-style-type: none"> <li>1. Can they outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>2. Can they give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2)</li> <li>3. Can they express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>4. Can they present different views on why people believe in God or not, including their own ideas (C1).</li> </ol> | <p><b>What would Jesus do? Can we live by the values of Jesus in the twenty-first century</b></p> <ol style="list-style-type: none"> <li>5. Can they outline Jesus' teaching on how his followers should live (A2).</li> <li>6. Can they offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> <li>7. Can they explain the impact Jesus' example and teachings might have on Christians today (B1).</li> <li>8. Can they express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li> </ol> <p><b>If God is everywhere, why go to a place of worship</b></p> <ol style="list-style-type: none"> <li>9. Can they make connections between how believers feel about places of worship in different traditions (A3)</li> <li>10. Can they select and describe the most important functions of a place of worship for the community (B3).</li> <li>11. Can they give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>12. Can they present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ol> | <p><b>What does it mean to be a Muslim in Britain today?</b></p> <ol style="list-style-type: none"> <li>13. Can they make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>14. Can they describe and reflect on the significance of the Holy Qur'an to Muslims (B1)</li> <li>15. Can they describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>16. Can they make connections between the key functions of the mosque and the beliefs of Muslims (A1)</li> </ol> |
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| Computing - red are online safety skills! | <p><b>Finding and using information</b><br/>                 Can they begin to understand some of the ways that search engines select and rank results?<br/>                 Can they use advance search techniques to refine searches?<br/>                 Can they compare websites and other sources to help verify and validate content?<br/>                 Can they recognise that domain names and common website extensions? E.g. .co.uk, .com, .ac, .sch .org, .gov, .net, can support the validation process</p> <p>Can I write citations for the websites I use for research?</p> | <p><b>Computing &amp; Coding</b><br/>                 Can they recognise the need for an effective algorithm to achieve a specific outcome?<br/>                 Can they begin to recognise the need to break problems up into smaller parts to achieve a solution?<br/>                 Can they recognise that sensing change can be used to begin an action?</p> <p>Can I create strong passwords?</p> <p>Can I recognise when, why and how photographs we see online may have been edited?</p> | <p><b>Networks Communication and Collaboration</b><br/>                 Can they recognise the appropriate online tools to collaborate and communicate with others?<br/>                 Can they recognise material on the Internet which belongs to someone else and know what can be downloaded to use in their own work?<br/>                 Can they recognise and use different forms of electronic communication and web 2.0 tools and recognise appropriateness of using different tools in different contexts and the advantages and disadvantages?</p> <p>Can I identify spam emails and what to do with them?</p> <p><b>Year 4 – Can I safely send and receive emails?</b></p> | <p><b>Working with Data</b><br/>                 Can they understand which searches and graph types are relevant to a specific problem and types of information?<br/>                 Can they recognise the consequences of data not being accurate, relate to outside world? (e.g. Police / doctors / banks / school database).<br/>                 Can they understand the need for accuracy and frequent checking when entering formulae?<br/>                 Can they understand that spreadsheets can automate functions, making it easier to test variables? E.g. when planning a budget you can change the number of items and see the changes to total cost.</p> <p>Can I give examples of unsafe online behaviour and the possible consequences?</p> | <p><b>Digital Creation</b><br/>                 Can they independently select the most appropriate ICT tools for their intended purpose and audience?<br/>                 Can they create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity?<br/>                 Can they understand that images, sounds, video and text can be subject to copyright and abide by copyright rules when creating a presentation?<br/>                 Do they know that images (still and moving) can be used to enhance presentations or communicate ideas?<br/>                 Can they develop consistency across a presentation?<br/>                 Can they make effective use of transitions and animations in presentations?<br/>                 Do they consider their appropriateness and overall effect on the audience?<br/>                 Through self-assessment, can they routinely evaluate presentations and make improvements?</p> <p>Can I apply online safety rules to real-life situations?</p> |
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