

**Our Orchard**

**Curriculum**

Year 5

Coverage and Progression

2022-2023



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| AppleLogo (no background) | **orchard Key values and Skills**  **Growing Together. Branching Out.** |
| **Our vision is for Orchard Junior School to be a safe, caring school where we all take pride in ourselves, our learning, our achievements, our community and our environment; carrying this forward into our future.** | |

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|  | **O** | **R** | **C** | **H** | **A** | **R** | **D** |
| **Organisation** | **Resilience** | **Communication** | **Humanity** | **Acceptance** | **Research** | **Decision Making** |
|  | **I think about my work carefully and present it clearly.** | **I keep going even when things get difficult and challenging.** | **I explain my ideas clearly and listen carefully to others to ensure everyone has a valued contribution.** | **I understand how I feel and how others may be feeling.** | **I accept people from other communities, cultures and countries may live differently to me as part of British Values** | **I pose questions and find ways to solve the questions I have been asked.** | **I use my knowledge and understanding to decide what would be the best way forward.** |
| **Stage 2** | **I can select the correct equipment needed for the work I need to do.** | **I can accept that mistakes are ok, and try to learn from them.** | **I can share my views with others. I will give others a turn to speak.** | **I can recognise my own feelings, or how others are feeling.** | **I can explain the community in which I live and I am aware that other people have different views and beliefs.** | **I ask or answer basic questions that require a simple retrieval answer.** | **I can make a choice that I feel is right.** |
| **Stage 3** | **I select the right equipment when I am expected to and work hard to follow my teacher’s instructions.** | **I will try again if I do not get it right first time.** | **I have views that I am happy to share and listen respectfully to the views of others.** | **I can explain how I feel and get help if I need it, and can look after someone else who might be upset.** | **I know people have different views and beliefs, even who may live close to me, and accept they have the right to these.** | **I can ask or answer questions and begin to give a reason for my thinking. I can choose a sensible way to research the answer for myself.** | **I can make my own choices and give a sensible reason.** |
| **Stage 4** | **I can follow detailed instructions or decide the order I need to do things to meet both objective and my teacher’s expectations.** | **I can try other ways before asking for support, and can support others who may be finding something difficult to help them build resilience.** | **I share my views and listen in equal amounts to everyone who is contributing.** | **I can recognise how others are feeling and be aware that there are different ways to help.** | **I understand there are many different views and beliefs in the world. I accept the reasons how they choose to live their lives.** | **I can ask more thought provoking questions and give a reason for my thinking. I can choose, from a range of options, how to best research.** | **I can listen to other people’s views and then make my own decisions.** |
| **Stage 5** | **I can present my learning in a way that makes sense to the reader.** | **I can go back to a problem, select relevant information and return with fresh views and new knowledge.** | **I can think carefully before giving my views and respectfully consider other’s ideas before responding.** | **I can recognise and respond appropriately to how others are feeling.** | **I accept all our British Values and show them in my everyday life by respecting different people’s views and beliefs.** | **I can ask thought provoking questions and give more developed reasons. I can use more than one research option.** | **I can discuss with others what the best decision might be, taking into account other views.** |
| **Stage 6** | **I can demonstrate my own understanding and ensure it is fit for purpose/audience.** | **I can actively seek a variety of ways that will help me solve the problem and stick to the task for a considerable amount of time.** | **I can allow everyone, including myself, to take an engaging and respectful part in any conversation or teamwork activity.** | **I can recognise and respond appropriately to how others are feeling and proactively seek ways of helping them feel better.** | **I can relate to all other people, regardless of their views and beliefs, in line with British Values.** | **I can ask or answer emotive questions and give detailed, rational reasons for my thinking. I can use many different options to research.** | **I can make the best choice for others (me, pairs, group) using a range of different information.** |
| **The T.O.P.**  **True Orchard Pupil** | **I independently consider all aspects of the task, before deciding the best way to complete it.** | **I am able to keep trying with different ideas. Even when I feel like stopping, I will not give up.** | **I adapt how & what I say on how someone else is communicating to me to ensure we are reciprocating an understanding.** | **Without hesitation, I recognise and respond appropriately to how people are feeling and instinctively look to support them.** | **I immerse myself with people from different cultural backgrounds and see the commonalities we all share and value our differences.** | **I ask and answer emotive questions with pertinent reasons, and understand there can be many other equally valid points of view.** | **I take account of multiple factors when making a decision for either myself or others that is clearly reasoned through.** |

Version 2: June 2019

**Orchard Key Skills Coverage and Skill Progression**

At Orchard we have seven key skills which are taught throughout our entire curriculum. This grid shows where each skills has been explicitly taught.

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|  | **Key Skills for Year 5:** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **O** | **Organisation:** I can present my learning in a way that makes sense to the reader. |  |  |  |  |
| **R** | **Resilience:** I can go back to a problem, select relevant information and return with fresh views and new knowledge. |  |  |  |  |
| **C** | **Communication:** I can think carefully before giving my views and respectfully consider other’s ideas before responding. |  |  |  |  |
| **H** | **Humanity:** I can recognise and respond appropriately to how others are feeling. |  |  |  |  |
| **A** | **Acceptance:** I accept all our British Values and show them in my everyday life by respecting different people’s views and beliefs. |  |  |  |  |
| **R** | **Research:** I can ask thought provoking questions and give more developed reasons. I can use more than one research option to answer. |  |  |  |  |
| **D** | **Decision Making:** I can discuss with others what the best decision might be, taking into account other views. |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children: None provided**  **Higher attaining children:**  **Other points to note:** |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **None** |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

**Year 5 Long Term Plan 2022-2023**

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| Year 5 | Autumn 1 | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| **Topic** | Water for All? | Victorians  **Lighting The Way** | | **Greeks**  **Eureka** | | | | **North America** | | **Health Matters** |
| **Leading Question** | Water for All?  Hazard or Saviour? | If you were a Victorian child, how different would your life have been? | | How did the Greeks Influence us? | | | | North America – is it really that different? | | How could you be healthier? |
| Literacy | Kensuke’s Kingdom – exploring characters and settings. Diaries and letters.  Leaflet writing – Water for All | Street Child – facing dilemmas. Looking at both sides of an argument  Poetry – personification of emotions based on characters in Street Child | | Greek Beasts – creating a non-chronological report  The Odyssey – writing an alternate ending | | Police reports – eye-witness and formal reports  Writing speeches – would you rather be a Spartan or Athenian. Persuasive pitches. | | Research and report writing – different locations in North America  Holes – exploring characters and settings. Dairies and letters. | | Narrative and dialogue – Osmington Bay recount  Persuasive speech – House Captain speeches for Y6 |
| **Class Text** | Kensuke’s Kingdom | Street Child | | The Adventures of Odysseus | | | | Holes | The Fastest Boy in the World | |
| **Guided Reading** | Adventure Stories  Setting and atmosphere | Non-fictions texts  Historical poetry | | Myths and Legends  Ancient Greece  Poetry unit | | | | Non fiction texts - North America | Leaflets and magazine articles  Poetry unit | |
| **Maths** | Number -Place Value  Addition and subtraction  Statistics | Multiplication and division  Perimeter and area | | Number – multiplication and division  Fractions  Time | | Number – Fractions  Decimals and fractions | | Number – Decimals  Geometry – properties of shape | Geometry – position and direction  Measure – conversion of units  Volume | |
| **History** |  | | Victorians  What can we tell from a range of sources? Rich or poor – using the evidence, what would you be? | | Greeks  How did the Greeks influence us?  Evidence from artefacts  Spartan Athenian – what would you be? | | |  | |  |
| **Geography** | Rivers + water Cycle  Trip to CET, Beaulieu for Rivers fieldwork in September. | |  | |  | |  | Climate, terrain  position and states | | Map skills part 2 |

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| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic** | Water for All? | Victorians  **Lighting The Way** | **Greeks**  **Eureka** | | **North America** | **Health Matters** |
| **Leading Question** | Water for All?  Hazard or Saviour? | If you were a Victorian child, how different would your life have been? | How did the Greeks Influence us? | | North America – is it really that different? | How could you be healthier? |
| **Science** | The Water Cycle  Properties and changes of materials  -function and purpose of materials  -development of new materials | Light and How We See | Thinking like a scientist | | Living things and their environment  (Classification) | Animals including humans keeping healthy. Diet and exercise instructions how to make a salad. |
| Art |  | William Morris  Observational drawing of plants and printing | Dragon Eyes  Mixed media and clay sculpture |  |  |  |
| **DT** |  | Cross stitched bookmarks  for Victorian child for Christmas |  | Catapults | Arcimboldo  Painting/Collage | Super Salads  And fresh fruit puddings |
| **PSHE** | Relationships  Families and Friendships, safe relationships, respecting ourselves and others. Use of 5 texts to support this unit | | Living in the Wider World  Belonging to a community, media and digital resilience, money and work | | Health and Wellbeing  Physical health and mental wellbeing, growing and changing, keeping safe | |
| **RE** | Water as a Symbol | Prophecy | Worship | Sacrifice | Umma | Stewardship |
| **French** | Je me presente | Ma ville | Au café | Quell temps fait il? | On y va? | En vacances |
| **Music** | Families of instruments. Duration 2 and 4 meter | Christmas vocal work – pitch. | BBC Ten Pieces – The A Bao a Qu. Dynamics and tempo. | Theseus leitmotiv – structure. | Native American songs/texture – using drones and ostinato. | Portsmouth – chords and improvisation. |
| **PE 1** | Attack and Defending  (team work) Cognitive Cog | Swimming | Circuit type athletics (Health/ Fitness Cog) | Dance  (Strike/Field) Social Cog | Athletics (Physical Cog) | Personal Best  (Personal Cog) |
| **PE 2** | Invasion Games – sending  (netball/ handball) | Invasion striking  (football/ hockey) | Gymnastics | Net and Wall (tennis) | Athletics | Strike and Field |
| **IT links** | Animal Challenge **Coordinates** | **Desktop publishing**  Victorian classroom  Leaflet based around Victorian | **Book creator**  Publish Myth include NCR of Beast  Photo of ch’s own writing – | | **Green screen** linked to America info and landmarks – time line planned | **Spreadsheet Graphing** of results linked to exercise results |
| **Programming** | Animal challenge +  Coordinates | Toys give away |  | | Helicopter |  |

**A guide to completion:**

Click here for our website page for that subject

Click here for the entire National Curriculum of that subject on the DfE website

[Geography](http://www.orchardjunior.com/geography)**[National Curriculum Expectations:](https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study)**

Pupils should be taught throughout KS2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

It is advisable you tick these boxes when you start to plan the next unit and review once it is over. These are not assessments these are coverage.

That way if things have been completed earlier than expected or not covered you have time to adapt.

Click “Completed” at any point in the year when you feel the learning is secure for most children.

This text is taken from the National Curriculum or other relevant document

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|  | **Year 3 Geography** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Geographical Study**  **The key areas for each subject area have been split down the side**  **and**  **Field Work** | * Make detailed sketches whilst on field work and/or draw labelled diagrams   **These are the key skills/ areas that you need to cover throughout the year.**  **The amount of time spent is at teacher’s discretion but you need to be confident that the vast majority of children have learnt (not just done) each of these areas.**  **Remember these skills need to be explicitly taught not just “done”.** |  |  |  |  |
| * Use tally charts and simple tables to collect information, including taking digital photos |  |  |  |  |
| **Maps** | * Draw simple maps and plans, sometimes with keys of the classroom or school. |  |  |  |  |
| * Draw maps of local places, sketches from field work , beginning to use NSEW |  |  |  |  |
| * Identify features on a map and know the main aspects of the British Isles using maps |  |  |  |  |
| * Identify main regions of the world (tropics, continents, equator) ; identify countries visited |  |  |  |  |
| **Knowledge and**  **Understanding** | * Identify human or physical features – e.g. coast, paths, land use, including aerial photos |  |  |  |  |
| * Understand similarities and differences in places both human or physical |  |  |  |  |
| * Express views about local area and environment |  |  |  |  |
| * Know the difference between weather and climate in both local and far reaching places |  |  |  |  |

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| **Anecdotal notes:**  **These boxes only need to be completed once you have covered the entire curriculum for that subject.**  **Assessments should be placed on Target Tracker under the appropriate subject.**  **The notes should be very brief and act as an aide memoire to future teachers of your year group and the teachers who will be teaching these children next year.**  **Focus on areas that the children have done really well in, as well as areas they have struggled or you haven’t been able to cover the next teachers are fully aware.** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 3 team gave for this group of Year 4:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |
| **These are the notes last year’s Year 4 team gave about their coverage in Year 4:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[**National Curriculum Expectations:**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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|  | **Year 5 Reading** | **Autumn** | **Spring** | **Summer** | **Completed** |
| [**Phonics**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) **and Decoding** | * To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues |  |  |  |  |
| * To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.\* |  |  |  |  |
| **Common Exception Words** | * To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word. |  |  |  |  |
| **Fluency** | * Read aloud to an adult or peer and discuss the writer’s voice. Discuss how you think the author wants it to be read and why? Could it be interpreted another way if read differently? |  |  |  |  |
| **Comparing, Contrasting & Commenting** | * To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types |  |  |  |  |
| * To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously |  |  |  |  |
| * To identify main ideas drawn from more than one paragraph and to summarise these |  |  |  |  |
| * To recommend texts to peers based on personal choice. |  |  |  |  |

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| **Words in Context and Authorial Choice** | * To discuss vocabulary used by the author to create effect including figurative language |  |  |  |  |
| * To evaluate the use of authors’ language and explain how it has created an impact on the reader. |  |  |  |  |
| **Inference and Prediction** | * To draw inferences from characters’ feelings, thoughts and motives |  |  |  |  |
| * To make predictions based on details stated and implied, justifying them in detail with evidence from the text. |  |  |  |  |
| **Poetry and Performance** | * To continually show an awareness of audience when reading aloud using intonation, tone, volume and action. |  |  |  |  |
| **Non-Fiction** | * To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. |  |  |  |  |

[**National Curriculum Expectations:**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Writing

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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|  | **Year 5 Writing** | **Autumn** | **Spring** | **Summer** | **Completed** |
| [**Planning, Writing and Editing**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | * To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |  |  |  |  |
| * To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed |  |  |  |  |
| * To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details |  |  |  |  |
| * To consistently link ideas across paragraphs |  |  |  |  |
| * To proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements. |  |  |  |  |
| **Awareness of Audience, Purpose and Structure** | * To consistently produce sustained & accurate writing from different narrative & non-fiction genres with appropriate structure, organisation & layout devices for a range of audiences & purposes |  |  |  |  |
| * To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace |  |  |  |  |
| * To regularly use dialogue to convey a character and to advance the action |  |  |  |  |
| * To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear |  |  |  |  |
| **GPS Link: Sentence Construction and Tense** | * To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. |  |  |  |  |
| * To ensure the consistent and correct use of tense throughout all pieces of writing. |  |  |  |  |

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| **GPS Link: Punctuation** | * To use the full range of punctuation from previous years capital letters, full stops, question marks and exclamation marks; comma in a list; apostrophes to mark possession and contractions; full speech |  |  |  |  |
| * To use commas consistently to clarify meaning or to avoid ambiguity |  |  |  |  |
| * To use brackets, dashes or commas to indicate parenthesis. |  |  |  |  |
| **GPS: Use of Phrase & Clause** | * To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including:   1. time adverbials (e.g. later) |  |  |  |  |
| * 1. place adverbials (e.g. nearby) |  |  |  |  |
| * 1. number (e.g. secondly). |  |  |  |  |
| * To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g .Professor Scriffle, who was a famous inventor, had made a new discovery |  |  |  |  |
| **GPS Link: Use of Terminology** | To recognise and use the terms from Lower KS2 (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma/ speech marks, determiner, pronoun, possessive pronoun, adverbial) |  |  |  |  |
| To recognise and use the Year 5 terms of:   * + 1. Modal verb |  |  |  |  |
| * + 1. Relative pronoun |  |  |  |  |
| * + 1. Relative clause |  |  |  |  |
| * + 1. Parenthesis |  |  |  |  |
| * + 1. Bracket |  |  |  |  |
| * + 1. Dash |  |  |  |  |
| * + 1. cohesion |  |  |  |  |
| * + 1. ambiguity |  |  |  |  |

[**National Curriculum Expectations:**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf)

Mathematics

The national curriculum for mathematics in Key Stage 2 aims to ensure that all pupils:

* become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

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|  | **Year 5 Mathematics** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Number:**  **Number and Place Value** | * read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit |  |  |  |  |
| * count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 |  |  |  |  |
| * interpret negative numbers in context, count forward & back with positive & negative whole numbers through zero |  |  |  |  |
| * round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 |  |  |  |  |
| * solve number problems and practical problems that involve all of the above |  |  |  |  |
| * read Roman numerals to 1000 (M) and recognise years written in Roman numerals. |  |  |  |  |
| **Number: Addition and Subtraction** | * add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar + and -) |  |  |  |  |
| * add and subtract numbers mentally with increasingly large numbers |  |  |  |  |
| * use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy |  |  |  |  |
| * solve addition & subtraction multi-step problems in contexts, deciding which operations & methods to use and why |  |  |  |  |
| **Number:**  **Multiplication & Division** | * identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers |  |  |  |  |
| * know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers |  |  |  |  |
| * establish whether a number up to 100 is prime and recall prime numbers up to 19 |  |  |  |  |
| * multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers |  |  |  |  |
| * multiply and divide numbers mentally drawing upon known facts |  |  |  |  |
| * divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context |  |  |  |  |
| * multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 |  |  |  |  |
| * recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) |  |  |  |  |
| * Solve problems involving +, -, x and ÷ including using their knowledge of factors and multiples, squares and cubes |  |  |  |  |
| * solve problems involving +, -, x and ÷ and a combination of these, including understanding the meaning of the = sign |  |  |  |  |
| * solve problems involving multiplication & division, including scaling by simple fractions & problems involving simple rates |  |  |  |  |

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| **Number:**  **Fractions, Decimals and Percentages** | compare and order fractions whose denominators are all multiples of the same number |  |  |  |  |
| identify, name and write equivalent fractions of a given fraction, represented visually, including 10ths and 100ths |  |  |  |  |
| recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 11/5) |  |  |  |  |
| add and subtract fractions with the same denominator and multiples of the same number |  |  |  |  |
| multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams |  |  |  |  |
| read and write decimal numbers as fractions (e.g. 0.71 = 71/100) |  |  |  |  |
| recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents |  |  |  |  |
| round decimals with two decimal places to the nearest whole number and to one decimal place |  |  |  |  |
| read, write, order and compare numbers with up to three decimal places |  |  |  |  |
| solve problems involving number up to three decimal places |  |  |  |  |
| recognise the % symbol and understand that per cent relates to “number of parts per hundred”, & write percentages as a fraction with denominator hundred, & as a decimal fraction |  |  |  |  |
| solve problems which require knowing % & decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 & those with a denominator of a multiple of 10 or 25 |  |  |  |  |
| **Measurement** | convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml) |  |  |  |  |
| understand and use equivalences between metric units and common imperial units such as inches, pounds and pints |  |  |  |  |
| measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres |  |  |  |  |
| calculate and compare the area of rectangles (including squares) using standard units of square centimetres (cm2) & square metres (m2) & estimate the area of irregular shapes |  |  |  |  |
| estimate volume (e.g. using 1 cm3blocks to build cubes and cuboids) and capacity (e.g. using water) |  |  |  |  |
| solve problems involving converting between units of time |  |  |  |  |
| use +, -, x and ÷ to solve measure problems (e.g. mass, length, volume, money) using decimals, including scaling |  |  |  |  |
| **Geometry:**  **Properties of Shape**  **Position and Direction** | identify 3-D shapes, including cubes and other cuboids, from 2-D representations |  |  |  |  |
| know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles |  |  |  |  |
| identify angles at a point & one whole turn (total 360o); angles at a point on a straight line & ½ a turn (total 180o); other multiples of 90o |  |  |  |  |
| use the properties of rectangles to deduce related facts and find missing lengths and angles |  |  |  |  |
| distinguish between regular and irregular polygons based on reasoning about equal sides and angles |  |  |  |  |
| identify, describe & represent the position of a shape, using the appropriate language, & know that the shape has not changed following: a) a reflection and (b) translation |  |  |  |  |
| **Statistics** | solve comparison, sum and difference problems using information presented in a line graph |  |  |  |  |
| complete, read and interpret information in tables, including timetables |  |  |  |  |

[Art](http://www.orchardjunior.com/art)[**National Curriculum Expectations:**](https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study)

Pupils should be taught throughout KS2:

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.

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|  | **Year 5 Art** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Exploring and Developing** | * Use other cultures and times as a stimulus |  |  |  |  |
| * Experiment with the styles of different artists, architects and designers |  |  |  |  |
| **Using Materials** | * Use a combination of visual and tactile ideas |  |  |  |  |
| * Select appropriate and combine different materials in different ways |  |  |  |  |
| * Make specific choices between different processes and materials |  |  |  |  |
| **Evaluating** | * Appraise the ideas, methods and approaches used in others’ work, using a critical approach |  |  |  |  |
| * Use the appraisal from others for improvement and refinement |  |  |  |  |
| **Control and Expertise** | * Show tone and texture using hatching and cross hatching |  |  |  |  |
| * Use a program to create mood within digital photography |  |  |  |  |
| * Show shadow or reflection by shading |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children:** Scissor skills  **Higher attaining children:** In Summer 1, they chose their picture.  **Other points to note:** All benefitted from smaller step – skill in book then application  Children haven’t completed any digital art. |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children: Progress hampered by poor fine motor control – same in DT. Lack of painting opportunities evident – struggled to mix and paint using a fine brush.**  **Higher attaining children:**  **Other points to note:** We have not covered digital photography. |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[**National Curriculum Expectations:**](https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study)

[DT](http://www.orchardjunior.com/dt)Pupils should be taught throughout KS2:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

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|  | **Year 5 Design and Technology (DT)** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Design and Develop** | * Understand designs must meet a range of criteria, taking users’ views into account |  |  |  |  |
| * Understand how some properties can be used – e.g. waterproof |  |  |  |  |
| * Think ahead about the order of their work, produce step by step plans that prepare safely and make ongoing sketches and annotations |  |  |  |  |
| **Making** | * Increasingly model their ideas before making |  |  |  |  |
| * Measure accurately in centimetres and grams |  |  |  |  |
| * Use a simple template for cutting out, including when using fabric |  |  |  |  |
| * Join with a greater range of techniques – e.g. sewing techniques |  |  |  |  |
| **Product and Evaluation** | * Carry out tests to see if their design works and make improvements from these tests |  |  |  |  |
| * Make stable and strong joins to stand the test of time |  |  |  |  |
| * Use proportions when cooking, by doubling and halving recipes, working in a safe and hygienic way |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** Children didn’t really do any proper cooking or look at recipes.  Two many skills at once so lever work in JD and MB not as creative and accurate. Planning needs to be spread and not banked. |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:** They need to work with someone 1:1 who can model the skills to them and then support them whilst they learn them – e.g. measuring and sawing. These children need help developing their ideas through being shown more examples and discussing them with an adult. Identified fine motor skill issues in sewing and chooing which have then been picked up by LSA.  **Higher attaining children: Need more detail in their evaluations.**  **Other points to note: Much imporoved work this year, but they still struggle to evaluate in any detail.** |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[Geography](http://www.orchardjunior.com/geography)**[National Curriculum Expectations:](https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study)**

Pupils should be taught throughout KS2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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|  | **Year 5 Geography** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Geographical Study**  **and**  **Field Work** | * Draw on own knowledge and understanding when setting up a field work investigation |  |  |  |  |
| * Make detailed and labelled field sketches, offering explanations for some features seen in field work |  |  |  |  |
| * Examine, question, analyse what is discovered, using a range of evidence |  |  |  |  |
| * Discriminate between different sources of information and test conclusions for accuracy |  |  |  |  |
| * Collect temperature using a range of instruments, and compare these with data from the internet |  |  |  |  |
| **Maps** | * Read & use the OS map symbols, using 4 figure grid references to locate points on a map and plan a route |  |  |  |  |
| * Use aerial photography to show that the shortest route is not always the easiest route |  |  |  |  |
| **Knowledge and**  **Understanding** | * Understand why people choose to live in contrasting areas and compare their lives |  |  |  |  |
| * Explain the process of erosion and deposition, and its effects on people both in the short and long term |  |  |  |  |
| * Consider the future of some physical and human features, based on an understanding of change |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children:** Children given maps with more labels to help support learning – this worked well.  **Higher attaining children:** Given the chance to compare between maps and atlas to label – children enjoyed this!  **Other points to note:** Didn’t complete field measurement objective – could link in with Calshot writing. |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:** Need some small group support when it comes to map work- there has been assumption that they know the basics of a map – they do not. They enjoy looking at a map, so think they would really benefit from more hands-on map work.  **Higher attaining children:** Need more independent research opportunities in Geography. Research has been quite guided.  **Other points to note:** Went to Blashford but changing the trip for 2022 to CET as closer and seems to allow more fieldwork.  Did some field sketches but need more work on this. I would also say they would benefit from doing more hands on map work using local maps.  North America focus went into Summer 2 as only 5 weeks in half term 1. We are still not happy with the focus question. They really enjoyed work on maps, longitude and latitude so would be good to pick up on this again. |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[History](http://www.orchardjunior.com/history)**[National Curriculum Expectations:](https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study)**

Pupils should be taught throughout KS2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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|  | **Year 5 History** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Historical Study** | * Use a range of documents and printed sources |  |  |  |  |
| * Distinguish between reliable and unreliable sources & identify the most useful sources for a particular task |  |  |  |  |
| * Use graphs and charts to confirm information from different sources |  |  |  |  |
| * Give reasons for change through analysing evidence |  |  |  |  |
| **Historical Knowledge and Awareness** | * Understand differences in social, religious, political and cultural history |  |  |  |  |
| * Understand links between history and geography |  |  |  |  |
| * Know some similarities and differences within a period of time- e.g. the lives of rich & poor |  |  |  |  |
| * Describe how some things from the past affect life today |  |  |  |  |
| **Chronology and Change** | * Use a full range of dates and historical terms |  |  |  |  |
| * Use a time line to place events, periods, changes and cultural movements |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children:** make tasks smaller/less activities to do. Generate more wordbanks  **Higher attaining children:**  **Other points to note:** Kings and Queens scheme of work is too much for Year 4. Too much information for just an hour.  Autumn 1 – key topic question needs looking at. |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:** Some capable historians who are SEN or LA in writing – have needed lots of opportunities for alternative recording in order for them to share their depth of understanding. They have also gained by the amount of drama we have incorporated into History, enabling them to take the verbal work they have rehearsed into their writing.  **Higher attaining children:** Have produced some good quality historical longer writes this year – will enjoy these opportunities in Y6  **Other points to note:** Lots of primary and secondary sources used – rented from Hants and has made a significant difference to engagement, Worth investing in. |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[Computing](http://www.orchardjunior.com/computing)**[National Curriculum Expectations:](https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study)**

Pupils should be taught throughout KS2:

♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ♣ are responsible, competent, confident and creative users of information and communication technology.

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|  | **Computing** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Programming**  **2022/2023** | * I can understand conditional-selection in algorithm and code and can use them independently to adapt and create programs. |  |  |  |  |
| * I can understand conditional-selection within an indefinite-loops in algorithm and code and can use it independently to adapt and create programs. |  |  |  |  |
| * I can decompose an idea into multiple parts and solve each part separately. |  |  |  |  |
| * I can plan what my new project will do, which objects it will use and write planning algorithms for some of my programming. |  |  |  |  |
| **Information Technology** | * Use **green screen** **software** to produce a video that combines media from 2 different sources using the skills of videoing onto a green screen, trimming media, layering to front and back. |  |  |  |  |
| * Use **book creator** to create an information booklet to insert |  |  |  |  |
| * Use a **spreadsheet** to produce the correct graph for the correct purpose which includes the skills of: cell, column and row manipulation. |  |  |  |  |
| * Use **Publisher** to incorporate images and text which involve manipulating images, layering and grouping objects. |  |  |  |  |
| * text, images and font changes alongside recording sound from images they find themselves (hyperlinks) |  |  |  |  |
| **Online Safety** | **The PSHE/ RSE policy was significantly updated in Spring 2021. At this point it was decided to not confuse matters with having e-safety in two separate areas and so e-safety points have been moved to the PSHE area of our curriculum.** | | | | |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children:** Got the gist of Scratch but the more inputs given, the more confused they became – couldn’t retain.  **Higher attaining children:** Excellent at Scratch conversations.  **Other points to note:** Online safety is not as potent through the PSHE curriculum = not enough. Still issues saving in the right place. Children are clicking and pressing enter instead of double clicking due to moving of folders. |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:** Need more opportunities for research and ranking sites. Not defined in their research at the moment. Some children still struggling to save work in correct folder and need support doing this (3 EHCP children )  **Higher attaining children:** Aware that these children have access to computers at home and so are far more competent around a keyboard, publisher, word etc.  **Other points to note:** See highlighted areas not covered – we do not have the facilities to do this currently….Troy has discussed with Jenni the issue around this area and safeguarding issues surrounding this. |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children: Need more opportunities for research and ranking sites. Not defined in their research at the moment.**  **Higher attaining children:**  **Other points to note:** See highlighted areas not covered – we do not have the facilities to do this currently….Troy has discussed with Jenni the issue around this area and safeguarding issues surrounding this. |

[MfL](http://www.orchardjunior.com/mfl)**[National Curriculum Expectations:](https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study)**

Pupils should be taught throughout KS2:

Teaching should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

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|  | **Modern Foreign Languages** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Listening** | * Understand the main points from a short spoken-passage or conversation |  |  |  |  |
| * Regularly use my knowledge of sounds to help me read and write confidently |  |  |  |  |
| **Speaking** | * Use my knowledge of a few simple grammatical structures when building spoken sentences of varying length |  |  |  |  |
| * Speak clearly with good pronunciation and intonation |  |  |  |  |
| * Prepare a short spoken presentation on a topic I have been learning eg. a weather forecast, all about my family |  |  |  |  |
| **Reading** | * Understand the main points from a short written text |  |  |  |  |
| * Use my knowledge of what a text is about, my prior learning and a dictionary/wordbank to work out meaning |  |  |  |  |
| **Writing** | * Write short phrases from memory. |  |  |  |  |
| * Write a few sentences of varying length, by making adaptations to a model. |  |  |  |  |
| **Grammar** | * Know how to conjugate some high frequency verbs |  |  |  |  |
| * Understand how to make changes to an adjective in order for it to ‘agree’ with the relevant noun |  |  |  |  |
| * Adapt sentences to form negative sentences and begin to form questions |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:** |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** Far more positivity about French this year. We have tried to use words in everyday classroom and having the words up have been useful. |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[Music](http://www.orchardjunior.com/music)**[National Curriculum Expectations:](https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study)**

Pupils should be taught throughout KS2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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|  | **Year 5 Music** | | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Listening** | | * Express and justify ideas & opinions about music using an appropriate and extended vocabulary. |  |  |  |  |
| * Recognise how musical elements are used by composers to create different moods and effects. |  |  |  |  |
| * Confidently identify 2, 3 and 4 time in music heard |  |  |  |  |
| * Recognise harmonies, drone and ostinato. |  |  |  |  |
| **Composing** | | * Use rhythmic and pitched notation to record and express their ideas, including basic stave notation. |  |  |  |  |
| * Use layers confidently, including drones, ostinato & percussion, & show balance in their compositions. |  |  |  |  |
| * Comment on the intended effect |  |  |  |  |
| * Start to use own melodic instruments in compositions. |  |  |  |  |
| **Performing** | | * Accurately maintain an independent part demonstrate controlled playing techniques. |  |  |  |  |
| * Sing in tune with expression, & begin to sing in two part harmony or maintain an independent part. |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[PE](http://www.orchardjunior.com/pe)**[National Curriculum Expectations:](https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study)**

Pupils should be taught throughout KS2:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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|  | **Year 5 PE** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Gymnastics and**  **Dance** | * Control take-off & landing when jumping as well as increasing control in co-ordination, balance & agility |  |  |  |  |
| * Uses movements to communicate an idea, using expression and conveying emotion |  |  |  |  |
| * Refine movements into increasingly complex sequences that use a range of body movements. |  |  |  |  |
| **Playing Games** | * Throw, catch, strike, field, stop appropriate balls with increasing control and accuracy of at least 15m. |  |  |  |  |
| * Decide the best way to move a ball for different purposes and needs |  |  |  |  |
| * Decide on the best position in team games, beginning to make use of space |  |  |  |  |
| * Vary skills, actions and ideas within simple games |  |  |  |  |
| **Evaluating and Performing** | * Analyse on skills and techniques and understand how performances can through practice be improved |  |  |  |  |
| * Explain and apply basic safety principles in preparing for exercise |  |  |  |  |
| * Explain how the body reacts during different types of exercise, inc.warm up & cool downs & long running |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **None** |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** Fitness levels have improved this year comared to last. Good to see clubs happening and children want to get involved in competitions. |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[Science](http://www.orchardjunior.com/science)**[National Curriculum Expectations:](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study)**

Pupils should be taught throughout KS2:

The national curriculum for science aims to ensure that all pupils: ♣ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ♣ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them ♣ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

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|  | **Year 5 Science** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Observation and Conclusion** | * Make systematic and careful observations and comparisons both over short and longer time |  |  |  |  |
| * Categorise observations and begin to make theories and ask relevant questions |  |  |  |  |
| * Provide explanations using precise scientific language |  |  |  |  |
| **Enquiry, Prediction and**  **Testing** | * Decide best approaches for enquiry & predict from scientific knowledge; repeat test if necessary |  |  |  |  |
| * Describe or show how to vary a variable and keep others the same to keep the test fair |  |  |  |  |
| **Data Collection** | * Recognise the importance of the evidence collected and the importance of precise measuring |  |  |  |  |
| * Compare and identify data patterns   from a range of sources |  |  |  |  |
| * Know the work of some scientists |  |  |  |  |
| **Recording** | * Understand and begin to use both quantitative and qualitative data |  |  |  |  |
| * Record and present data systematically in a variety of ways – tables, bar charts, line graphs |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** Understand how to measure the friction test properly. Loved exploring the magnets. Allow children to create their own experiment in Friction or Magnets. Children are aware of what is needed in a conclusion. |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:** Quite a few goos scientists who are on SEN register – key to allow alternate ways of recording – lots of photos, scribing, access to computer for write ups.  **Higher attaining children:** We have really pushed their understanding of the terms: controlled, dependent and independent cvariables this year, but still needs reinforcing  **Other points to note:** Much improved/back to normal level of investigative work this year. Good skills coverage. |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |

[PSHE](http://www.orchardjunior.com/pshe)**[Department for Education Expectations:](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe)**

The DfE believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

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|  | **Personal, Social and Health Education** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Relationships** | * Strategies for recognising and managing peer influence in friendship. |  |  |  |  |
| * To know that friendships can change over time – strategies for resolving disputes positively. |  |  |  |  |
| * Strategies for responding to hurtful behaviour experienced or witnessed offline and online. |  |  |  |  |
| * Recognise different types of physical contact; what is acceptable and what isn’t. |  |  |  |  |
| * To listen and respond respectfully to a wide range of people. |  |  |  |  |
| * How to recognise discrimination and how to challenge it. |  |  |  |  |
| **Health and Wellbeing** | * To recognise the importance of self-respect and how this can affect how they feel about themselves. |  |  |  |  |
| * demonstrate a range of responses to use in difficult situations such as *“No – I will not take the risk, I will**ask”, “No, it is not for me”* |  |  |  |  |
| * describe the changes their bodies will go through at puberty and strategies with how to deal with the physical and emotional changes. |  |  |  |  |
| * To recognise individuality and different qualities in themselves. |  |  |  |  |
| * explain what might make a situation risky for them or children like them |  |  |  |  |
| * explain how to take personal responsibility and care for their bodies, including the importance of personal hygiene. |  |  |  |  |
| * demonstrate a range of strategies to deal with pressure |  |  |  |  |
| * understand that puberty will have an impact on themselves, their emotions and relationships |  |  |  |  |
| **Living in the Wider World** | * To understand how online information is targeted. |  |  |  |  |
| * To recognise different media types, their role and impact. |  |  |  |  |
| * To identify different jobs interests and aspirations and consider what influences career choices? |  |  |  |  |
| * To challenge workplace stereotypes. |  |  |  |  |
| * To show compassion and empathy to others. |  |  |  |  |
| * recognise the importance of equal opportunities and demonstrate concern for others and describe initial thoughts on human rights. |  |  |  |  |
| **Anecdotal notes:** | | | | | | |
| **Remember to put your end of year assessment onto Target Tracker.** | | | | | | |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** Autumn 1 – do the books really fit with the objectives? | | | | | | |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** Most valuable lessons were those which had a book to lead discussion. This year grup like discussion. Very valuable lessons on being different and open conversations about being gay. Quite a few have gay relatives and so was very real for them. No issues and high levels of respect. | | | | | | |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** | | | | | | |

[RE](http://www.orchardjunior.com/re)**[Department for Education Expectations](https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010)**

[**From Living Difference III:**](https://www.iow.gov.uk/azservices/documents/2226-Living-Difference-III.pdf)During Key Stage 2 children will develop their dispositions and skills for enquiry further, which enables them to have a more mature understanding of different religious traditions. They should now be able to identify and make their own responses to some of the issues that arise in their own and others’ experience with regard to living a religious or non-religious life. They should be encouraged to develop their ability to ask and pursue more perceptive and complex questions…

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| --- | --- | --- | --- | --- | --- |
|  | **Year 5 R.E.** | **Autumn** | **Spring** | **Summer** | **Completed** |
| **Attitude** | * Learns with respect for different cultures and religions |  |  |  |  |
| * Treats artefacts with respect, listens attentively to speakers and behaves appropriately |  |  |  |  |
| * They respectfully enquire with given thought. |  |  |  |  |
| * They have respectfully understood the initial concepts of Islam covered. |  |  |  |  |
| **Communicate** | * explain their own response to the human experience of the concepts explored. |  |  |  |  |
| **Apply** | * explain how their responses to the concepts can be applied in their own lives and the lives of others. |  |  |  |  |
| **Enquire** | * explain key concepts that are common to all people as well as those that are common to many religions and they can begin to describe some key concepts that are particular to the specific religions |  |  |  |  |
| **Contextualise** | * Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied. |  |  |  |  |
| **Evaluate** | * Evaluate the concepts by explaining their value to people living a religious life by drawing on examples. |  |  |  |  |
| * Speaking with others enable them to start to discern for themselves and describe some of the issues raised |  |  |  |  |

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| **Anecdotal notes:** |
| **Remember to put your end of year assessment onto Target Tracker.** |
| **These are the notes last year’s Year 4 team gave for this group of Year 5:**  **None** |
| **These are the notes last year’s Year 5 team gave about their coverage in Year 5:**  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** The children have enjoyed most of the units this year but always struggle when it comes to an assessment at the end of the day that is a long write. It can sometimes take the joy out of the day and I think the assessment points need reconsidering. This year group are excellent at discussion and very respectful. |
| During the year, and at the end of the year particularly, write any notes to support future teachers:  **Lower attaining children:**  **Higher attaining children:**  **Other points to note:** |



**Our Orchard Curriculum**

Whole School

Coverage and Progression Document

Updated Summer 2021

Version 2: June 2019

**Science Progression**

|  |  |  |  |  |  |
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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Beyond** |
| **Observation and Conclusion** | * Answer questions using evidence and ask questions about what they see * Make relevant observations and give simple reasons and explanations for what they have seen | * Choose what observations to make and think of questions to ask during testing. * Compare what happened to what might have happened and give simple explanations * Examine closely, make a precise series of observations and measurements and question what is seen * Classify simple features – e.g. flower, tree | * Make systematic and careful observations and comparisons both over short and longer time * Categorise observations and begin to make theories and ask relevant questions * Provide explanations using precise scientific language | * Make judgements, conclusions and theories about what has been seen, and support these with known facts * Use straightforward scientific evidence to answer questions or support findings | * Evaluate the results of observations * Combine observations to give new hypotheses * Look for and understand poor data Identify differences, similarities or changes related to simple scientific ideas and processes |
| **Enquiry, Prediction and Testing** | * Begin to make predictions about what might happen * Understand key factors that make a fair test, including using apparatus effectively and safely | * Identify features of a fair test and carry out a fair test with help * Select suitable equipment and predict before testing | * Decide on the best approaches for enquiry and make predictions based on scientific knowledge; repeat test if necessary * Describe or show how to vary a variable and keep others the same to keep the test fair | * Offer explanations for differences and modify tests to ensure fairness and accuracy * Plan different types of scientific enquiries to answer questions * Make practical suggestions about working methods and improvements * Use results to draw simple conclusions, make predictions for new values, suggest improvements | * Develop further observations and experiments from results * Use a range of scientific enquiry to answer questions * Use test results to make predictions and to set up further comparative and fair tests |
| **Data Collection** | * Gather and record data to help in answering questions and understand why this is important * Use tallies to count in surveys and other means suitable to the Year 3 maths curriculum * Make recognisable sketches of their observations (in line with art expectations) | * Recognise the importance of taking own systematic data collection, as well as secondary evidence from books * Use graphs to find and interpret patterns | * Recognise the importance of the evidence collected and the importance of precise measuring * Compare and identify data patterns   from a range of sources   * Know the work of some scientists | * Gather and classify data in a variety of ways * Distinguish and discriminate between different elements of data | * Identify scientific evidence that has been used to support or refute ideas or arguments. * Take accurate measurements using a range of equipment, including thermometers, with increasing accuracy and precision * Repeat readings when appropriate |
| **Recording** | * Begin to use cause and effect in their explanations, and some scientific vocabulary * Use simple tables, charts and line graphs to present their findings * Identify, classify and use bulleted lists | * Record and label sketches and diagrams, sometimes with notes * Record a series of observations in different ways, including graphs and use of ICT. | * Understand and begin to use both quantitative and qualitative data * Record and present data systematically in a variety of ways – tables, bar charts, line graphs | * Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables * Record findings using scientific language, labelled diagrams, keys, charts, graphs and tables | * Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results |

**Art Progression**

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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Beyond** |
| **Exploring and Developing** | * Investigate pattern and shape in the environment * Explore ideas and collect information in a sketch book * Reproduce from memory, observation or imagination | * Begin to work more abstractly * Use a sketchbook to make notes about artists, skills and techniques * Experiment with mood using colour | * Use other cultures and times as a stimulus * Experiment with the styles of different artists, architects and designers | * Use inspiration from other cultures * Experiment with combinations of materials and techniques * Keep and use detailed notes in sketch book | * Use a full range of design, experimentation, exploration alongside the work of others to develop their own work |
| **Using Materials** | * Use a range of materials / processes to show ideas / meanings * Create collage with range of materials and textures | * Mix and use tertiary paints, as well as use watercolour to produce a wash * Use a digital camera to produce art work and edit with a programme * Use a range of materials and techniques in 3D work, e.g. mosaic, montage and other effects | * Use a combination of visual and tactile ideas * Select appropriate and combine different materials in different ways * Make specific choices between different processes and materials | * Understand the importance of preparing materials before working * Produce work that sometimes can be both visual and tactile | * Make specific decisions about using different visual and tactile effects towards an end point |
| **Evaluating** | * Explore ideas and change what they have done to give a better result | * Adapt and refine work to reflect purpose | * Appraise the ideas, methods and approaches used in others’ work, using a critical approach * Use the appraisal of others for improvement | * Consider the end point when adapting and improving their work | * Analyse and comment on their own and others’ ideas, methods and approaches * Make on-going revisions * Refine their work, often with several adaptations, to move towards an end point |
| **Control and Expertise** | * Use a range of pens, pencils, pastels and charcoal * Make a variety of lines, using different sizes and thicknesses * Mix secondary colours to make a wide range of new colours * Use shading to create different effects | * Create texture by adding dots and lines, using graded pencils and brushes * Make different tones of colour using black and white * Use repeat pattern in design * Indicate movement using lines and repeated patterns in design | * Show tone and texture using hatching and cross hatching * Use a program to create mood within digital photography * Show shadow or reflection by shading | * Develop and improve their own style * Use drawings to show movement * Combine a range of colours, tints, tones and shades * Get across feeling and emotion through their work | * Choose to use a limited range of colour to produce a chosen effect * Begin to use perspective in both abstract and real life art * Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others |

**Computing Progression**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Online Safety** | **The PSHE/ RSE policy was significantly updated in Spring 2021. At this point it was decided to not confuse matters with having e-safety in two separate areas and so e-safety points have been moved to the PSHE area of our curriculum.** | | | |
| **Programming**  **2022/2023** | * Use a wide range of Scratch environmental skills * Understand sequences and simple inputs and can use them independently to adapt and create programs. * Plan what my new project will do and which objects it will use in an oral or written format. | * Understand count-controlled-loops in algorithm and code and can use them independently to adapt and create programs. * I can understand simple indefinite-loops in algorithm and code and can use them independently to adapt and create programs. * I can plan what my new project will do, which objects it will use and draw a picture to show where objects might be on the screen. | * I can understand conditional-selection in algorithm and code and can use them independently to adapt and create programs. * I can understand conditional-selection within an indefinite-loops in algorithm and code and can use it independently to adapt and create programs. * I can decompose an idea into multiple parts and solve each part separately. * I can plan what my new project will do, which objects it will use and write planning algorithms for some of my programming. | * I can understand conditional-selection in algorithm and code and can use them independently to adapt and create programs. * I can understand conditional-selection within an indefinite-loops in algorithm and code and can use it independently to adapt and create programs. * I can decompose an idea into multiple parts and solve each part separately. * I can plan what my new project will do, which objects it will use and write planning algorithms for some of my programming. |
| **Information Technology** | * adapt an already written paragraph using key “**Word processing**” skills of formatting, aligning, bullet points and text boxes. * create a **PPP**, which uses Word Processing skills, that has slides inserted and images with textbox explanations and is also appropriate to the theme   1. create a new slide with appropriate format and can choose an appropriate theme for a presentation.   2. add in text and import a graphic into a slide   3. apply a transition so that slides change from one slide to another in a more interesting way yet Limit transitions to one method for the whole presentation * To record voices to enhance presentations and to be able to manipulate images around a scene (**Puppet Pals2** - ipads) | * manipulate an **image**:   a) using  specific tools such as brush, paint, colours and shapes  b) by adding lines and changing their thickness  c) to recolour an image and removing the background   * use **PPP** media to manipulate and edit, including cropping, of images and audio * plan and make a sequence of **PPP** slides to present to a specific audience including backgrounds, slide layout, appropriate images, sounds and appropriate transitions using the automated options. * plan and produce a seamless **stop motion animation** which uses the skills of: onion skinning, taking photos, deleting unwanted frames. * Use **Purple Mash** to understand databases and their purpose and then apply to an already made **database** using real life data using the skills of search, sort, filter and refine. (Right Move - Argos - Auto Trader, First Choice Holidays etc) | •Use a **spreadsheet** to produce the correct graph for the correct purpose which includes the skills of: cell, column and row manipulation.  Use **Publisher** to incorporate images and text which involve manipulating images, layering and grouping objects.   * Use **green screen** **software** to produce a video that combines media from 2 different sources using the skills of videoing onto a green screen, trimming media, layering to front and back. * Use **book creator** to create an information booklet to insert text, images and font changes alongside recording sound from images they find themselves (hyperlinks) | * To understand, complete and create a simple **survey** with multiple questions with the understanding of the question types. * Plan and create a **video** produced from multiple media sources. That includes the skills of recording, layering, trimming and takes into account camera distance and angles. * Using **Spreadsheet** software, use a formula, including sum, average and times functions. * To work in a pairs to plan and produce an **animated video** that includes the skills of recording and exporting video |

Because of the significant changes to the Computing Curriculum for 2021/22, we have devised a three year plan to ensure coverage. Year 2 is above:

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| --- | --- | --- | --- | --- |
| **Programming**  **2023/2024** | * Use a wide range of Scratch environmental skills * Understand sequences and simple inputs and can use them independently to adapt and create programs. * Plan what my new project will do and which objects it will use in an oral or written format. | * Understand count-controlled-loops in algorithm and code and can use them independently to adapt and create programs. * I can understand simple indefinite-loops in algorithm and code and can use them independently to adapt and create programs. * I can plan what my new project will do, which objects it will use and draw a picture to show where objects might be on the screen. | * I can understand conditional-selection in algorithm and code and can use them independently to adapt and create programs. * I can understand conditional-selection within an indefinite-loops in algorithm and code and can use it independently to adapt and create programs. * I can decompose an idea into multiple parts and solve each part separately. * I can plan what my new project will do, which objects it will use and write planning algorithms for some of my programming. | * I can understand basic procedures in algorithm and code and can use them independently to adapt and create programs. * I can understand variables as placeholders in algorithm and code and can use them independently to adapt and create programs. * I can understand how variables can change in algorithm and code and can use them independently to adapt and create programs. * I can plan what my new project will do, which objects it will use, how to initialise parts of my project and write planning algorithms for most of my programming. |

**DT Progression**

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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Beyond** |
| **Design and Develop** | * Generate ideas, & plan what to do next, using their experience of materials and components * Draw pictures with labels, with some text/ words to say how the product will be useful | * Use what they know about the properties of materials * Investigate a range of products to see how they work, and how they are physically made, including joins * Ensure that plans are realistic and appropriate for the aim, showing the order of working in plans * Use slides and levers in plans; add electricity to create motion or make light | * Understand designs must meet a range of criteria and constraints, taking users’ views into account * Understand how some properties can be used – e.g. waterproof * Think ahead about the order of their work, produce step by step plans that prepare safely and make ongoing sketches and annotations | * Design and develop more complex designs (with a clear eye to safety) to include wheels, belts and pulleys, and a combination of other mechanisms * Use sketches to show other ways of doing things – and then make choices * Meet an identified need – e.g. a meal for an older person – by selecting ingredients or materials * Use various sources of information and draw on them in design | * Keep cost constraints in mind when selecting materials in design * Be aware of commercial aspects and incorporate these into their designs * Design including hydraulics and pneumatics when where appropriate * Draw scaled diagrams with increasing use of ratio * Calculate the amount of materials needed use this to estimate cost |
| **Making** | * Decide which tools to use for folding, joining, rolling & practise skills before using them. * Safely select tools and techniques appropriate to the job, using simple finishing techniques * Understand and use the terms ingredient and component * Understand main rules of food hygiene and weigh in grams using simple scales or balances | * Choose and safely use tools and equipment which are appropriate for the job * Prepare for work by assembling components together before joining, measuring and cutting using cm, while scoring and folding for precision * Combine a number of components together in different ways to make them stronger, including joins and corners * Begin to select their own ingredients when safely and hygienically cooking or baking, making good presentation of food | * Increasingly model their ideas before making * Measure accurately to centimetres and grams * Use a simple template for cutting out, including when using fabric * Join with a greater range of techniques – e.g. sewing techniques | * Carry out tests to see if their design works * Measure and cut precisely to millimetres * Combine materials for strength and to improve how the product looks to stand the test of time * Understand how wheels, axles, turning mechanisms, hinges and levers all work together | * Measure and cut out in precise detail, and make sure that finished products are carefully finished * Make separate elements of a model before combining into the finished article * Understand how an article might be mass produced * Produce a simple instruction manual or handbook for their product |
| **Product and Evaluation** | * Describe how a commercial product works and talk about how moving objects work * Use digital photography to present design or finished work * Recognise what they have done well and talk about what could be improved * Seek out the views and judgements of others as to how the product could be improved | * Can alter and adapt original plans following discussion and evaluation, making the finished product neat and tidy * Recognise what has gone well, but suggest further practical improvements for the finished article | * Carry out tests to see if their design works and make improvements from these tests * Make stable and strong joins to stand the test of time * Use proportions when cooking, by doubling and halving recipes, working in a safe and hygienic way | * Refine the quality of the finished product throughout the making process * Clarify ideas through drawing and modelling | * Research products using the internet * Test and evaluate commercial products, understanding how this information supports their own designs * Evaluate a range of different sources of information such as advertising and handbooks |

**Geography Progression**

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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Beyond** |
| **Geographical Study and Field Work** | * Make detailed sketches whilst on field work and/or draw labelled diagrams * Use tally charts and simple tables to collect information, including taking digital photos | * Use prediction and prior knowledge to find out about unknown places, and combine this with observation * Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires * Collect field measurements and statistics over time and present them appropriately on charts, graphs and tables, including an ICT database at some point | * Draw on own knowledge and understanding when setting up a field work investigation * Make detailed and labelled field sketches, offering explanations for some features seen in field work, underlying reasons for observations * Examine, question, analyse what is discovered, using a range of evidence * Discriminate between different sources of information and test conclusions for accuracy * Collect temperature using a range of instruments, and compare these with information from the internet to discuss weather and climate | * Suggest suitable questions for a field work study * Prepare questionnaires to investigate people’s views on an environmental issue * Rank information found into order of importance, coming to accurate conclusions * Make careful measurements - e.g. rainfall, noise level, distance, people and places – and use a range of graphs, including pie charts | * Suggest relevant issues for further study * Collect statistics about people and places, and set up a database from fieldwork or research * Analyse data – e.g. population data - using similarity and difference * Speculate and hypothesise about what is found * Suggest plausible conclusions, and back up with evidence |
| **Maps** | * Draw simple maps and plans, sometimes with keys of the classroom or school. * Draw maps of local places, sketches from field work , beginning to use NSEW * Identify features on a map and know the main aspects of the British Isles using maps * Identify main regions of the world (tropics, continents, equator); identify countries visited | * Use and draw maps with a simple key and grid references to work out routes on maps and plans to find longest and shortest routes * Plan routes using 4 points of the compass * Compare information from atlases with that from a globe * Use atlases, including their contents and index, and digital media that show physical & human features and how humans impact physical factors and vice versa. | * Read and use the symbols on an OS map, using four figure grid references to locate points on a map and plan a route * Use aerial photography to show that the shortest route is not always the easiest route | * Identify time differences around the world and calculate a journey time, using their knowledge of time zones * Confidently use OS maps to find places and features, and understand simple scale | * Use 6 figure grid references * Use a compass to follow a route |
| **Knowledge and Understanding** | * Identify human or physical features – e.g. coast, paths, land use, including aerial photos * Understand similarities and differences in places both human or physical * Express views about local area and environment * Know the difference between weather and climate in both local and far reaching places | * Understand that different places may have similar / different uses and characteristics and give reasons for these * Understand and use the concept of reciprocal link between physical and human features, e.g. bridge over river * Describe and identify how a place has changed such as economic development or weather | * Understand why people choose to live in contrasting areas and compare their lives * Explain the process of erosion and deposition, and its effects on people both in the short and long term * Consider the future of some physical and human features, based on an understanding of change | * Begin to understand geographical pattern – e.g. industry by a river * Describe how change can lead to similarities between different places * Use vocabulary of size to classify –hamlet, town, city * Explain and evaluate others’ views on topical issues or environmental change | * Suggest how human activities can cause changes to environment and to the different views people hold * Recognise dependent links and relationships in both human and physical geography * Make a plausible case for environmental change * Interpret other people’s arguments for change, analysing and evaluating their viewpoints |

**History Progression**

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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Beyond** |
| **Historical Study** | * Use pictures & artefacts for answering questions about the past; identify original and reproduction * Being able to understand the difference between primary and secondary evidence * Use a range of simple sources to devise historical questions | * Use more complex sources of primary and secondary information * Choose and discriminate between a range of information, and use this to ask questions * Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict * Interpret the past through role play – e.g. hot seating | * Use a range of documents and printed sources * Distinguish between reliable and unreliable sources and identify the most useful sources for a particular task * Use graphs and charts to confirm information from different sources * Give reasons for change through analysing evidence | * Rank sources of information in order * Identify differences between different versions of the past * Understand the role of opinion and propaganda * Give a balanced view of interpretations of the past, using different points of view * Make conclusions with evidence as to the most likely version of events | * Devise historically valid questions about change, cause, similarity and difference * Interpret the past using a range of concepts and ideas |
| **Historical Knowledge and Awareness** | * Retell and discuss stories they have heard about the past, picking out the main elements * Discuss what they have enjoyed most about stories from the past * Identify any important changes which happened at the time being studied * Explain what they think is important about the past and explain reasons why | * Guess what objects from the past were used for, using evidence to support answers * Understand that some events of the past affect people’s lives today * Summarise and give reasons for the main events from a period in history, using their characteristics | * Understand differences in social, religious, political and cultural history * Understand links between history and geography * Know some similarities and differences within a period of time- e.g. the lives of rich & poor * Describe how some things from the past affect life today | * Organise a series of relevant historical information, and check this for accuracy * Describe the main changes in a period of history, from several perceptions – e.g. political, cultural, economic | * Begin to understand significance * Understand and use the concept of legacy, including Royal families and dynasties * Speculate and hypothesise about the past, formulating their own theories about reasons for change |
| **Chronology and Change** | * Use more complex phrases to describe time – a long time ago, centuries ago... * Sort recent historical studies into a broad time order * Recognise key similarities and differences for between the time being studied and now | * Sort events/ objects into groups * Understand the concept of decades and centuries and use this to divide the past into periods of time * Use dates and terms accurately on a simple time line (BC and AD), using key dates when describing events | * Use a full range of dates and historical terms * Use a time line to place events, periods, changes and cultural movements | * Identify changes across periods of time, using chronological links * Begin to identify causal factors in change * Speculate – what if? What if England lost the war … what if Jane Seymour had not died …. | * Note connections, contrasts and trends over time * Speculate how present events and actions might be seen and judged in the future |

**MfL (French) Progression**

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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening** | * Understand a few familiar spoken words and phrases * Recognise and identify some nouns and verbs | * Understand a range of familiar spoken phrases * Sometimes use my knowledge of sounds to help write and read | * Understand the main points from a short spoken-passage or conversation * Regularly use my knowledge of sounds to help me read and write confidently | * Understand the main points and some detail from a short spoken passage or conversation * Often and confidently apply my knowledge of sounds and patterns to my reading and writing |
| **Speaking** | * Say and repeat single words and short simple phrases * Pronounce words with some accuracy * Memorise a small part of a spoken text or rhyme | * Ask for or give basic information in full sentences with a degree of accuracy * Reproduce correct intonation when I speak in full sentences * Use language in role-play and memorise and present a short-spoken text | * Use my knowledge of a few simple grammatical structures when building spoken sentences of varying length * Speak clearly with good pronunciation and intonation * Prepare a short spoken presentation on a topic I have been learning eg. a weather forecast, all about my family | * Apply a range of grammatical knowledge when building spoken sentences of varying length and difficulty * Speak confidently with consistently good pronunciation and intonation * Use spoken language confidently to tell stories or present information |
| **Reading** | * Understand a few familiar words and phrases * Use my knowledge of what a text is about to work out some of the meaning | * Understand the main points from a few written sentences made up of familiar language * Use context and my prior learning to work out meaning of new vocabulary * Use a wordbank / bi-lingual dictionary | * Understand the main points from a short written text * Use my knowledge of what a text is about, my prior learning and a dictionary/wordbank to work out meaning | * Understand the main points and some detail from short texts in familiar contexts * Use context, previous knowledge and my understanding of how the language works to help work out meaning * Use a wordbank / bi-lingual dictionary |
| **Writing** | * Copy simple words or symbols correctly from a wordbank * Write a few words from memory with some accuracy | * Write two or three short sentences with some help from a model * Write familiar words from memory with some accuracy | * Write short phrases from memory. * Write a few sentences of varying length, by making adaptations to a model. | * Write a short text/paragraph mainly from memory or adapting a model. * Apply a range of grammatical knowledge and build sentences of varying length and difficulty |
| **Grammar** | * Understand that nouns may have different genders and recognise clues to identify this, such as the difference in articles * Use verbs avoir and etre in present tense | * Have basic understanding of the usual order of words in sentences in French * Understand that adjectives may change form according to the noun they relate to and select the appropriate form * Use a range of verbs in present tense * Use pronouns. | * Know how to conjugate some high frequency verbs * Understand how to make changes to an adjective in order for it to ‘agree’ with the relevant noun * Adapt sentences to form negative sentences and begin to form questions | * Know how to conjugate a range of high frequency verbs * Begin to experiment with tense |

**Music Progression**

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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Beyond** |
| **Listening** | * Compare and contrast music heard, with an awareness of the music’s context and purpose. * Use an appropriate musical vocabulary in relation to the music they are listening to. | * Listen with greater attention to detail, identifying features of all the dimensions. * Begin to understand and identify 2, 3 and 4 time in music heard. * Recognise differences between music of different times and cultures * Compare and contrast music heard, with an awareness of the music’s context, purpose & composer’s intent. | * Express and justify ideas and opinions about music using an appropriate and extended vocabulary. * Recognise how musical elements are used by composers to create different moods and effects. * Confidently identify 2, 3 and 4 time in music heard. * Recognise harmonies, drone and ostinato. | * Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary * Discern and distinguish layers of sound and understand their combined effect * Identify and understand more complex time signatures – 5 time and 6/8 | * Evaluate differences in live and recorded performances * Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion |
| **Composing** | * Create short melodic patterns and rhythmic phrases * Choose appropriate sounds to represent different things in different ways * Create layered music with awareness of how different parts fit together. * Use basic notation to record ideas, including basic rhythmic stave notation. | * Carefully choose and order sounds to achieve an effect, ordering sounds within simple structures (beginning, middle, end) * Use rhythmic and pitched notation, including basic stave notation. * Compose more complex melodic phrases and create layered music with awareness of how the layers fit together, including using drones and ostinato. | * Use rhythmic and pitched notation to record and express their ideas, including basic stave notation. * Use layers confidently in compositions, including drones, ostinato and percussion and show awareness of balance in their compositions. * Comment on the intended effect * Start to use own melodic instruments in compositions. | * Use imagination and confidence when composing to combine several layers of sound with awareness of combined effect * Use chords to compose and include changes in timbre, pitch and dynamic * Use notation, including basic stave notation, to remember, develop and record creative work. * Improvise melodic and rhythmic phrases as part of a group performance * Use own melodic instruments regularly and sensitively in compositions. | * Develop ideas within distinct musical structures * Identify and explore the relationship between sounds * Convey their intentions through composition * Use a wide range of musical devices such as melody, rhythm, chords and structures * Appreciate and use harmonies to compose * Compose music for different occasions |
| **Performing** | * Perform simple accompaniments & rhythmic parts keeping to a steady pulse in 2, 3 & 4 metre * Develop correct instrumental skills and techniques using tuned and unturned instruments * Use their voice in different ways and imitate changes in pitch * Sing simple songs from memory, rounds and partner songs with more accurate pitch | * Gain a sense of occasion when performing, showing an awareness of others * Perform with increasing expression, and control. * Accurately maintain an independent part demonstrating controlled playing techniques, showing awareness of others. | * Accurately maintain an independent part demonstrate controlled playing techniques. * Sing in tune and with expression, and begin to sing in two part harmony or maintain an independent part, keeping in time with others. | * Confidently sing rounds, partner songs and simple 2-part harmonies, with accurate intonation and expression. * Sing or play from basic notation including independently as part of a group & class piece | * Perform parts from memory and from notation with full control, confidence and competence * Polish their own performances through practice and rehearsal |

**PE Progression**

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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Beyond** |
| **Gymnastics and Dance** | * Explore, copy, and repeat simple skills, actions and sequences. * Begin to move with increasing control , co-ordination and care * Use gymnastic equipment with some grace, confidence and poise. * Make a short dance sequence by putting some movements together beginning to use rhythm | * Move across a room in different ways, with clarity, fluency and with an awareness of space * Understand different uses of tense, relax, stretch, curl in movement * Copy, remember, repeat, explore simple actions and movements with control and co-ordination * Begin to sequence moves, both gymnastic and dance, and link actions and improvise where appropriate to show mood * Use gymnastic equipment with grace, confidence and poise. | * Control take-off and landing when jumping as well as increasing control in co-ordination, balance and agility * Uses movements to communicate an idea, using expression and conveying emotion * Refine movements into increasingly complex sequences that use a range of body movements. | * Show control, fluency and coordination in travel and balance in performing a range of jumps * Make good use of creativity and imagination when composing sequences in dance or gym, including use of equipment * Use movement expressively, and sequentially to convey a range of ideas, moods or feelings | * Demonstrate precision, control and fluency * Sustain movements over a longer period of time * Convey expression and emotion in performance * Use changes in and combinations of direction, level and speed within increasingly complex sequences * Begin to improvise, based on previous skills * Plan, perform and repeat sequences, including changes in speed and level |
| **Playing Games** | * Kick and receive a large ball and throw and catch a small ball with a 5m distance. * Strike a tennis ball with reasonable care and accuracy * Understand the importance of stopping a ball in different ways * Start to link skills and actions within games and understand simple tactics | * Kick and receive a large ball and throw and catch a small ball with a 10m distance. * Understand the importance of rules and fairness, whilst developing and using simple tactics * Understand the concept of both team and opponent | * Throw, catch, strike, field, stop a ball with increasing control and accuracy of at least 15m, including football, netball and tennis ball as appropriate. * Decide the best way to move a ball for different purposes and needs * Decide on the best position in team games, beginning to make use of space * Vary skills, actions and ideas within simple games | * Use a range of throwing techniques, with increasing power and accuracy * Use a range of fielding skills and throw with accuracy to hit a target * Plan different approaches to attacking and defending, including tactics to keep or gain possession * Show growing awareness of space in team games | * Throw with accuracy and power * Combine, vary and choose appropriate strategies and tactics * Choose and use the most appropriate skills, tactics and actions to cause problems * Know how to keep possession * Work within a team, with less focus on self * Understand that a winning team has not always been the best one |
| **Evaluating and Performing** | * Discuss how to exercise safely and how bodies feel during & after exercise, including long running * Able to review their own success of their participation with the team | * Refine movement after evaluation from themselves and others, recognising the importance of practice * Describe what effects exercise has on their bodies, including with a warm up and cooling down exercise, and long running. | * Analyse and comment on skills and techniques and understand how performances can be improved, through practice and reflection * Explain and apply basic safety principles in preparing for exercise * Explain how the body reacts during different types of exercise, including warm up and cool downs, and long running. | * Safely modify and refine skills and techniques to improve any performance and show a willingness to practise to develop and improve * Conserve energy over longer distance running * Independently prepare for exercise, and use cooling down techniques | * Use a range of criteria to judge own and others’ work * Monitor their own heart rate and breathing * Understand how heart rate and breathing slows after exercise * Know and use the relationship between power and stamina |

**PSHE Progression**

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| **Year** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Relationships** | * Recognise what makes a family. * Recognise characteristics of positive family life and relationships. * To recognise and respect that there are different types of family structure. * The importance of positive friendships and what makes a healthy friendship. * To recognise the importance of treating others with courtesy and respect. | * Know how to cope with friendship problems and where to seek advice if needed. * The importance of seeking support if they feel lonely or excluded. * To understand the importance of staying safe online; knowing that people behave differently online. * understand that in risky or dangerous situations that it is better to say “no” and they should tell about a secret * understand that pressures to behave in unacceptable or risky ways may come from friends * to respect and celebrate the similarities and differences between people from different backgrounds. | * Strategies for recognising and managing peer influence in friendship. * To know that friendships can change over time – strategies for resolving disputes positively. * Strategies for responding to hurtful behaviour experienced or witnessed offline and online. * Recognise different types of physical contact; what is acceptable and what isn’t. * To listen and respond respectfully to a wide range of people. * How to recognise discrimination and how to challenge it. | * To recognise there are different types of relationships. * To know why people choose to marry or form civil partnerships. * decide who has access to their bodies and demonstrate an understanding that some physical contact is unacceptable. * consider how they are perceived by others and that personal behaviour can affect others. * demonstrate the ability to negotiate and compromise and demonstrate a variety of ways of resolving conflict. * demonstrate an awareness of sources of help, in school, helplines, other adults, and know how to ask for help |
| **Health and Wellbeing** | * contribute to making a classroom charter to enable children to enjoy school * to develop strategies to recognise and talk about their feelings. * show awareness of who to talk to with a problem, or if they experience or witness bullying * describe the part they play in keeping themselves safe in school and in the local environment. * To identify healthy and unhealthy choices. * describe the risks of using alcohol and tobacco * understand some people need/ use drugs for their own health and that all medicines are drugs. * To identify personal strengths and achievements. | * accept responsibility for personal  cleanliness * To be able to identify a wide range of factors that influence physical and mental health. * handle food safely and know that bacteria and viruses can affect health and that transmission may  be reduced when simple safe routines are used * understand that some people use drugs to appear grown-up and  confident * demonstrate an understanding about  other things taken into their bodies, accidentally and on purpose, and how  their bodies react to them | * To recognise the importance of self-respect and how this can affect how they feel about themselves. * demonstrate a range of responses to use in difficult situations such as *“No – I will not take the risk, I will**ask”, “No, it is not for me”* * To recognise individuality and different qualities in themselves. * explain what might make a situation risky for them or children like them * demonstrate a range of strategies to deal with pressure * explain how to take personal responsibility and care for their bodies, including the importance of personal hygiene. * describe the changes their bodies will go through at puberty and strategies with how to deal with the physical and emotional changes. * understand that puberty will have an impact on themselves, their emotions and relationships | * understand the nature of role models, and that they are role models for younger children * to recognise that mental health is just as important as physical health and to know things that may affect mental health. * To have positive strategies for managing feelings and mental health. * talk about their feelings about drugs and issues such as drugs in sport, drug-related news items * demonstrate understanding of the importance of balance between work and leisure * describe the effects of substances and drugs on the body and how they affect how you feel * describe the risks of misusing prescribed/ illegal drugs, as well as alcohol and tobacco * explain the effect substance misuse can have on friendship and family relationships * describe the changes the body goes through at puberty are a preparation for sexual maturity * demonstrate an awareness of the difference between secrets which make people happy and secrets which can hurt or frighten people * express their expectations and feelings about transfer to a new school |

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| **Living in the Wider World** | * To know how the internet is used. * Understanding their rights and responsibilities. * To show an awareness of the skills required for different jobs and what different jobs include. * Being able to set personal goals. | * How data is shared and used on the internet. * What makes a community? * To recognise the shared responsibilities that come with being part of a community. * To begin to understand how to use money and keep it safe. | * To understand how online information is targeted. * To recognise different media types, their role and impact. * To identify different jobs interests and aspirations. * What influences career choices? * To challenge workplace stereotypes. * To show compassion and empathy to others. * recognise the importance of equal opportunities and demonstrate concern for others and describe initial thoughts on human rights. | * To evaluate media sources. * To understand the dangers and risks associated with sharing things online. * To develop understanding of influences and attitudes towards money. * To recognise what can be financial risks eg gambling. * To value diversity and know how and when to challenge discrimination. |

**RE Progression**

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| **Year Group** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Beyond** |
| **Attitude** | * Learns with respect for different cultures and religions * Treats artefacts with respect, listens attentively to speakers and behaves appropriately * They respectfully enquire. * They have respectfully understood the initial concepts of Judaism covered. | * Learns with respect for different cultures and religions * Treats artefacts with respect, listens attentively to speakers and behaves appropriately * They respectfully enquire with given thought. * They have respectfully understood the further concepts of Judaism covered. | * Learns with respect for different cultures and religions * Treats artefacts with respect, listens attentively to speakers and behaves appropriately * They respectfully enquire with given thought. * They have respectfully understood the initial concepts of Islam covered. | * Learns with respect for different cultures and religions * Treats artefacts with respect, listens attentively to speakers and behaves appropriately * They respectfully enquire with given thought. * They have respectfully understood the further concepts of Islam covered. | * Demonstrates a clear maturity and respect for different cultures and religions |
| **Communicate** | * Beginning to describe their own response to the human experience of the concepts studied. | * Describe with reason their own response to the human experience of concepts studied. | * explain their own response to the human experience of the concepts explored. | * explain their own response to the human experience of the concepts explored. | * Young people can explain their own responses to human experience of religious and other (A, B & C) concepts. |
| **Apply** | * Beginning to describe how their responses are, or can be, applied in their own lives & the lives of others. | * Describe with reason how their responses are, or can be, applied in their own lives & the lives of others. | * explain an example of how their responses to the concepts can be applied in their own lives and the lives of others. | * explain examples of how their responses to the concepts can be applied in their own lives and the lives of others. | * They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others. |
| **Enquire** | * Beginning to describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life. | * Describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life. | * explain key concepts that are common to all people as well as those that are common to many religions and they can begin to describe some key concepts that are particular to the specific religions | * explain key concepts that are common to all people as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religions studied | * They can explain key concepts that are common to all people, as well as those that are common to many religions and distinctive of particular religions, and explain some connections between different concepts. |
| **Contextualise** | * Beginning to describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. | * Describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. | * Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied. | * Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied. | * They can accurately contextualise the key concepts studied as expressed within key beliefs and/or practices and/or ways of life of people living a religious life within that tradition. |
| **Evaluate** | * They are beginning to evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised. | * Evaluate human experience of the concepts by describing with reason their value to people and through dialoguing with others can recognise, identify and describe some issues raised. | * Evaluate the concepts by explaining their value to people living a religious life by drawing on examples. * Speaking with other children will enable them to start to discern for themselves and so identify and describe some of the issues they raise. | * They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. * Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise. | * They can evaluate and make a judgement regarding the concepts by explaining their value to people who are religious and non-religious, drawing on a range of examples. * Through increasingly complex dialogue with others they can discern the importance of the concepts for themselves, as well as identifying and explaining some important issues they raise for everyone. |