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Exminster Community Primary School

Year Five

Context

The most important part of any curriculum is the children and therefore we believe in a very child led curriculum. On the following pages you will find a range of skills and knowledge that we will support your children in learning but his will done in a context driven by the children.

Before the start of the new term teachers share with the children the skills and knowledge that they need to teach them and then ask them to come up with ideas about what they want to know about the different areas and the topics and themes that could be used. We call this 'Pupil Voice'.
Teachers then use these ideas to begin to plan for that term.

Planning however is not a fixed entity and if the class start to take a theme/topic in a particular direction the teachers will follow these interests.

Each term you will be provided with a curriculum letter which will outline the skills and knowledge which the children will be learning along with the theme/topic that will link much of the work together.

Mathematics

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**npv**	**I can read, write, order, compare and round numbers to at least 1 000 000 and determine the value of each digit**
Foundational	**Y**	**npv**	**I can round numbers to at least 1 000 000 and determine the value of each digit**
Foundational	**Y**	**npv**	**I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000**
Foundational	**Y**	**npv**	**I can interpret negative numbers in context, and count forwards and backwards with positive and negative whole numbers through zero**
Foundational		npv	I can read Roman numerals to 1000 (M) and years written in Roman numerals
Foundational	**Y**	**+/-**	**I can add whole numbers with more than 4 digits using efficient written methods (columnar addition)**
Foundational	**Y**	**+/-**	**I can subtract whole numbers with more than 4 digits using efficient written methods (columnar subtraction)**
Foundational		+/-	I can add and subtract numbers mentally with increasingly large numbers
Foundational	**Y**	**x/÷**	**I can multiply numbers up to 4-digits by a 1 or 2-digit number using an efficient written method**
Foundational	**Y**	**x/÷**	**I can 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**
Foundational	**Y**	**x/÷**	**I can multiply and divide numbers mentally drawing upon known facts including multiplying and dividing by 10, 100 and 1 000**
Foundational	**Y**	**x/÷**	**I can identify different factor pairs for a given number**
Foundational		f	I can compare and order fractions whose denominators are all multiples of the same number
Foundational		f	I can convert mixed numbers and improper fractions from one form to the other
Foundational	**Y**	**f**	**I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents**
Foundational		f	I can read and write decimal numbers as fractions e.g. 0.71 = 71/100
Foundational	**Y**	**f**	**I can read, write, order, compare with up to three decimal places**
Foundational		d	I can round decimals with two decimal places to the nearest whole number and to one decimal place
Foundational	**Y**	**p**	**I can write simple fractions and decimals as percentages (e.g. ½ = 0.5 =50% = 50/100)**
Foundational	**Y**	**m**	**I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres**
Foundational	**Y**	**m**	**I can calculate and compare the area of squares, rectangles and related composite shapes using standard units, including centimetre squared (cm2) and metre squared (m2) and estimate the area of irregular shapes**
Foundational	**Y**	**m**	**I can convert between different units of metric measures e.g. kilometre to meter, metre to centimetre, litre and millilitre**
Foundational		pos	I can identify 3-D shapes, including cubes and cuboids, from 2-D representations
Foundational		pdm	I can identify, describe and represent the position of a shape following a reflection or translation using the appropriate vocabulary, and I know that the shape has not changed
Foundational	**Y**	**pdm**	**I can calculate angles where there are two or more angles on a straight line or ½ turn (180o) and where there are two or more angles in a whole turn (360o)**
Foundational		pdm	I can estimate a given angle in degrees (0) and say if the angle is an acute, reflex, obtuse, right angle or multiples of 90o
Conceptual		npv	I can estimate the answer to, and solve, number and practical problems that involve numbers up to 1 000 000
Conceptual	**Y**	**npv**	**I can solve single- and multi-step practical problems involving a combination of addition, subtraction, multiplication and division calculations, including understanding the meaning of the equals sign**
Conceptual	**Y**	**npv**	**I can explain my choice of calculation when solving single- and multi-step problems**

Conceptual		npv	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Conceptual		npv	I can explain what the vocabulary of prime numbers means including prime number, prime factor and composite (non-prime) number
Conceptual		npv	I can establish whether a number up to 100 is prime and recall the prime numbers up to 19
Conceptual	**Y**	**x/÷**	**I can recognise and use square numbers and square roots, and the notation for squared (2) and cubed (3)**
Conceptual		f	I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates
Conceptual		f	I can name and write equivalent fractions of a given fraction, including tenths and hundredths
Conceptual	**Y**	**f**	**I can add and subtract fractions with the same denominator and related fractions including writing mathematical statements that exceed 1 as a mixed number: (e.g. 2/5 + 4/5 = 6/5 = 11/5)**
Conceptual		f	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
Conceptual	**Y**	**f**	**I can round decimals with two decimal places to the nearest whole number or to the first decimal place**
Conceptual	**Y**	**d**	**I can solve problems involving numbers up to three decimal places**
Conceptual	**Y**	**p**	**I can explain what the percent symbol means and relate my understanding to parts of a whole number or a whole quantity**
Conceptual	**Y**	**f**	**I can solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25**
Conceptual		m	I can say what the equivalences are between common metric and imperial units and estimate equivalences of a given measure e.g. inches, pints and pounds
Conceptual		m	I can estimate and calculate the volume of cuboids (including cubes) and the capacity of liquids
Conceptual		m	I can solve problems converting between the units of time
Conceptual		m	I can use all four operations to solve problems involving measure [for example, length, mass, volume, money]using decimal notation including scaling.
Conceptual		pos	I can draw shapes from given dimensions and angles
Conceptual		pos	I can use the properties of rectangles to deduce related facts and find missing lengths and angles
Conceptual		pos	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles
Conceptual		pos	I can prove that shapes with the same areas can have different perimeters and vice versa
Conceptual	**Y**	**s**	**I can complete, read and interpret information in tables, including timetables**
Conceptual		s	I can solve comparison, sum and difference problems using information presented in line graphs

Reading

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**c**	**I can apply a wide knowledge of prefixes, suffixes and root words to work out the meaning of unfamiliar words (See Appendix in NC Programme of Study)**
Foundational	**Y**	**c**	**I can locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or topic**
Foundational		c	I can recite poems with expression that enhances their meaning
Conceptual	**Y**	**c**	**I can recommend books to my friends, giving reasons for my choices**
Conceptual	**Y**	**c**	**I am able to skim materials to gain an overview of the text**
Conceptual	**Y**	**c**	**I can select and give the main points of an information text**
Conceptual	**Y**	**c**	**I can summarise key points from more than one paragraph when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters**
Conceptual	**Y**	**c**	**I can explain the meaning of words in context**
Conceptual	**Y**	**c**	**I can infer, deduce and speculate about the thoughts and feelings of the main characters (e.g. unhappy, angry or stressed) making reference to supporting quotations**
Conceptual		c	I can make comparisons within and across books
Conceptual		c	I can give examples of ways in which words have been used figuratively to give a special effect
Conceptual	**Y**	**c**	**I can say why a writer has chosen key words and phrases to capture the reader's interest**
Conceptual	**Y**	**c**	**I can make predictions about what might happen next from details stated and implied**
Conceptual		c	I can say something about the way a writer describes characters that are not literal e.g. through details or the language used
Conceptual	**Y**	**c**	**I can use a range of technical terms to describe what I read including metaphor, simile, analogy, imagery, style and effect**
Conceptual	**Y**	**c**	**I can give an antonym, a synonym and examples of their usage with a wide range of words**
Conceptual		c	I can point to ways an author has used language precisely to get across a point of view
Conceptual	**Y**	**c**	**I can point to ways a writer sets out to persuade a reader**
Conceptual		c	I can point to features of a text that show bias in persuasive writing, including in articles and advertisements
Conceptual		c	I can explain my thoughts and use points raised from two different perspectives to help clarify ideas e.g. On the one hand ... on the other...

Writing

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**t**	**I can spell at least half of the words on the Y5/6 word list (see NC guidance)**
Foundational	**Y**	**t**	**I can check my work for errors in spelling and punctuation**
Foundational		t	I can convert nouns or adjectives into verbs using suffixes (e.g. '-ate', '-ise', '-ify')
Foundational		t	I can add Year 5/6 prefixes to verbs to change their meaning (e.g.'dis-', 'de-', 'mis-', 'over-', 're-')
Foundational	**Y**	**t**	**I can spell some words with silent letters (e.g. knight, psalm, solemn)**
Foundational	**Y**	**t**	**I can make some correct choices between two homophones from the Year 5/6 list in my writing**
Foundational	**Y**	**c**	**I can use relative clauses and subordinate clauses in my writing**
Foundational	**Y**	**vgp**	**I can use all of the key words to explain the grammar in my writing (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)**
Foundational	**Y**	**vgp**	**I use inverted commas and commas for clauses mostly accurately**
Foundational		vgp	I can use hyphens to avoid ambiguity
Foundational	**Y**	**vgp**	**I can use capital letters, full stops, commas for lists, question marks, exclamation marks and apostrophes for contraction correctly.**
Foundational	**Y**	**vgp**	**I use paragraphs to sequence ideas**
Foundational	**Y**	**vgp**	**I can join my writing legibly, fluently and with increasing speed**
Foundational	**Y**	**vgp**	**I can use a thesaurus to find alternative words**
Conceptual		t	I can highlight the most important details in a text that I want to summarise
Conceptual	**Y**	**t**	**I can write a shortened version of a text that has most essential details in it**
Conceptual		c	I can set out a report like a newspaper article (headings, sub-headings, columns)
Conceptual		c	I can describe a setting for a story well
Conceptual	**Y**		**I can plan a piece of writing including how characters and the plot will develop**
Conceptual		c	I create atmosphere and use speech to develop plot and character
Conceptual	**Y**	**c**	**I can independently recognise and know when to use formal and informal language**
Conceptual		c	I can lay out two sides of an argument
Conceptual	**Y**	**c**	**I link paragraphs and sentences with adverbials of time/place/number, tense and conjunctions**
Conceptual	**Y**	**c**	**I can review and edit my work to improve its impact**
Conceptual	**Y**	**vgp**	**I can explain and use synonyms and antonyms**
Conceptual		vgp	I can use modal verbs correctly
Conceptual	**Y**	**vgp**	**I can use brackets, dashes or commas for parenthesis**
Conceptual		vgp	I can write in a formal style, using appropriate grammar and vocabulary
Conceptual	**Y**	**vgp**	**I use adverbs, prepositional phrases and expanded noun phrases to add detail**

Statutory Spelling List

accompany	equipped	recommend
according	especially	relevant
achieve	exaggerate	restaurant
aggressive	excellent	sacrifice
ancient	existence	shoulder
apparent	explanation	signature
attached	familiar	sincere(ly)
available	forty	soldier
average	frequently	stomach
awkward	government	suggest
bargain	harass	symbol
category	identity	system
cemetery	individual	temperature
communicate	interrupt	thorough
community	language	twelfth
competition	leisure	variety
controversy	lightning	vegetable
correspond	marvellous	vehicle
criticise (critic+ise)	muscle	physical
curiosity	necessary	profession
definite	neighbour	programme
desperate	occupy	recognise
determined	occur	embarrass
develop	opportunity	environment
dictionary	persuade	equip
		equipment

Spoken Language

Strand	Objective
Speaking	Listen and respond appropriately to adults and their peers.
Speaking	Ask relevant questions to extend their understanding and knowledge.
Speaking	Use relevant strategies to build their vocabulary.
Speaking	Articulate and justify answers, arguments and opinions.
Speaking	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Speaking	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Speaking	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speaking	Speak audibly and fluently with an increasing command of Standard English.
Speaking	Participate in discussions, presentations, performances, role play, improvisations and debates.
Speaking	Gain, maintain and monitor the interest of the listener(s).
Speaking	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Speaking	Select and use appropriate registers for effective communication.

Science

Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
• Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? • Can they make a prediction with reasons? • Can they use test results to make predictions to set up comparative and fair tests? • Can they present a report of their findings through writing, display and presentation?	• Can they take measurements using a range of scientific equipment with increasing accuracy and precision? • Can they take repeat readings when appropriate? • Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?	• Can they report and present findings from enquiries through written explanations and conclusions? • Can they use a graph to answer scientific questions?
Greater Depth		
• Can they explore different ways to test an idea, choose the best way and give reasons? • Can they vary one factor whilst keeping the others the same in an experiment? • Can they use information to help make a prediction? • Can they explain, in simple terms, a scientific idea and what evidence supports it?	• Can they decide which units of measurement they need to use? • Can they explain why a measurement needs to be repeated?	• Can they find a pattern from their data and explain what it shows? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this?

Animals, including humans	Living things and their habitats
• Can they describe the changes as humans develop to old age?	• Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? • Can they describe the life cycles of common plants? • Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)
Greater Depth	
• Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? • Can they describe the changes experienced in puberty? • Can they draw a timeline to indicate stages in the growth and development of humans?	• Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? • Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?

Properties and changes to materials
• Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? • Can they explain how some materials dissolve in liquid to form a solution? • Can they describe how to recover a substance from a solution? • Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? • Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? • Can they describe changes using scientific words? (evaporation, condensation) • Can they demonstrate that dissolving, mixing and changes of state are reversible changes? • Can they explain that some changes result in the formation of new materials, and that this kid of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? • Can they use the terms 'reversible' and 'irreversible'?
Greater Depth
• Can they describe methods for separating mixtures? (filtration, distillation) • Can they work out which materials are most effective for keeping us warm or for keeping something cold? • Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases) • Can they explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda? • Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?

Earth and Space	Forces
• Can they identify and explain the movement of the Earth and other plants relative to the sun in the solar system? • Can they explain how seasons and the associated weather is created? • Can they describe and explain the movement of the Moon relative to the Earth? • Can they describe the sun, earth and moon as approximately spherical bodies? • Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?	• Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? • Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? • Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?
Greater Depth	
• Can they compare the time of day at different places on the earth? • Can they create shadow clocks? • Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge? • Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)	• Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) • Can they design very effective parachutes? • Can they work out how water can cause resistance to floating objects? • Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?

Computing

We are game developers Developing an interactive game.	We are cryptographers- Cracking codes.	We are artists- Fusing geometry and art
• Can they create original artwork and sound for a game? • Can they design and create a computer program for a computer game which uses sequences, selection, repetition and variables? • Can they detect and correct errors in their computer game? • Can they use iterative development techniques (making and testing a series of small changes) to improve their game?	• Are the familiar with semaphore and Morse code? • Can they encrypt and decrypt messages? • Do they appreciate the need to use complex passwords and to keep them secure? • Do they have some understanding of how encryption works on the web?	• Can they develop an appreciation of the links between geometry and art? • Have them become familiar with the tools and techniques of a vector graphics package? • Can they develop an understanding of turtle graphics? • Can they develop some awareness of computer generated art, in particular fractal-based landscapes?
We are web developers. Creating a website about cyber bullying	**We are bloggers- Sharing experiences and opinions**	**We are architects- Creating a virtual space.**
• Can they develop their research skills to decide what information is appropriate? • Can they understand some elements of how search engines select and rank results? • Can they question the plausibility and quality of information? • Can they develop their understanding of e-safety?	• Can they become familiar with blogs as a medium and genre of writing? • Can they create a sequence of blog posts on a theme? • Can they incorporate additional media? • Can they develop a critical, reflective view of a range of media, including text?	• Do they understand the work of architects, designers and engineers working in 3D? • Can they develop familiarity with a simple CAD (Computer aided design) tool? • Can they develop spatial awareness by exploring and experimenting with a 3D virtual environment? • Can they develop greater aesthetic awareness?

PE

Gymnastics	Dance	Invasion Games
• create, practice and refine longer, more complex sequences for a performance, including changes in level, direction and speed • choose actions, body shapes and balances from a wider range of themes and ideas • adapt their performance to the demands of a task, using their knowledge of composition • understand the need for warming up and working on body strength, tone and flexibility • lead small groups in warm-up activities • use basic set criteria to make simple judgements about performances and suggest ways they could be improved	• compose motifs and plan dances creatively and collaboratively in groups • adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use • perform different styles of dance clearly and fluently • organise their own warm-up and cool-down exercises • show an understanding of safe exercising • recognise and comment on dances, showing an understanding of style • suggest ways to improve their own and other people's work	• pass, dribble and shoot with control in games • identify and use tactics to help their team keep the ball and take it towards the opposition's goal • mark opponents and help each other in defense • know and carry out warm-up activities that use exercises helpful for invasion games • pick out things that could be improved in performances and suggest ideas and practices to make them better
Athletics	**OAA**	**Net and Wall**
• understand and demonstrate the difference between sprinting and running for sustained periods • know and demonstrate a range of throwing techniques • throw with some accuracy and power into a target area • perform a range of jumps, showing consistent technique and sometimes using a short run-up • play different roles in small groups • relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up • compare and contrast performances using appropriate language	• identify where they are by using simple plans and diagrams of familiar environments • use simple plans and diagrams to help them follow a short trail and go from one place to another • respond to a challenge or problem they are set • begin to work and behave safely • work increasingly cooperatively with others, discussing how to follow trails and solve problems • recognise that different tasks make their body work in different ways • comment on how they went about tackling tasks	• use forehand, backhand and overhead shots increasingly well in the games they play • use the volley in games where it is important • use the skills they prefer with competence and consistency • understand the need for tactics • start to choose and use some tactics effectively • play cooperatively with a partner • apply rules consistently and fairly • identify appropriate exercises and activities for warming up • recognise how these games make their bodies work • pick out what they and others do well and suggest ideas for practices

History

Topics to be covered:

- Saxons, Scots and Vikings.

Chronological understanding	Knowledge and interpretation	Historical enquiry
• Can they use dates and historical language in their work? • Can they use their mathematical skills to work out exact time scales and differences as need be?	• Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time?	• Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?
Greater Depth		
• Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.	• Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care were developed?	• Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
• Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time?	• Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity?	• Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features?	• Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas? • Can they locate and name the main countries in South America on a world map and atlas?
Greater Depth			
• Can they work out an accurate itinerary detailing a journey to another part of the world?	• Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?	• Can they report on ways in which humans have both improved and damaged the environment?	• Can they begin to recognise the climate of a given country according to its location on the map?

RE

What does it mean to belong to a religion/belief system? Theme: Religion and the Individual/Community
This enquiry explores aspects of religious festivals, celebrations, practices and community and the beliefs to which they relate. Children are encouraged to investigate a religion/belief system they have not yet encountered such as Buddhism, Sikhism, Baha'i and Humanism (a) How do members of this faith/belief celebrate and live out their beliefs in: · the journey of life? · their main festivals and practices? · their faith/belief community? · the wider world? (b) Within the different groups of this faith/belief what are the most important similarities How and why do people express their beliefs in different ways? Theme: Symbols and Religious Expression
How do we make moral choices? Theme: Beliefs in Action in the World
This enquiry explores how religious and other beliefs affect approaches to moral issues (a) What are moral questions? (b) What are the consequences of the moral choices we make? (c) What are the most important moral values and teachings? (d) What people and organisations help in making moral choices? (e) How do we decide what is right and wrong?
Worldviews - Humanism

Art

Drawing	Painting	Printing	Textiles
• Do they successfully use shading to create mood and feeling? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with?	• Can they express their emotions accurately through their painting and sketches?	• Can they print onto different materials?	• Do they keep notes in their sketch books as to how they might develop their work further? HOT TIPS • Do they use their sketch books to compare and discuss ideas with others?
3D	**Collage**	**Use of IT**	**Knowledge**
• Do they experiment with and combine materials and processes to design and make 3D form? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	• Can they use ceramic mosaic to produce a piece of art? To be covered in Yr3, 4, 5 please check Teacher Sketchbook for record of coverage.	• Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?	• Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?

DT

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
• Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each?	• Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process?	• Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?
Breath of Study		
Cooking and Nutrition	**Textiles**	**Stiff and flexible sheet materials**
• Can they describe what they do to be both hygienic and safe? • How have they presented their product well?	• Do they think what the user would want when choosing textiles? • How have they made their product attractive and strong? • Can they make up a prototype first? • Can they use a range of joining techniques? • Have they thought about how their product could be sold? • Have they given considered thought about what would improve their product even more?	• Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose? • Can they justify why they have selected specific materials? • Can they hide joints so as to improve the look of their product?

Music

Performing	Composing (including Notation)	Appraising
• Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?	• Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music?	• Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences?
Greater Depth		
• Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	• Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?	• Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

MFL

Listening and Responding	Speaking	Reading and Responding	Writing
• Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? Spoken at near normal speed with no interference. May need some items to be repeated.	• Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? Their pronunciation is generally accurate and they show some consistency in their intonation.	• Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words?	• Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt? They will draw largely on memorised language.