

Curriculum Objectives for Year Group: 5, Willow Class

TERM	SCIENCE	GEOGRAPHY	HISTORY	DT	ART	COMPUTING	MUSIC
AUTUMN 1	<p>To share what I already know about materials.</p> <p>To compare and group materials based on their properties.</p> <p>To plan enquiries including recognising and controlling variables.</p> <p>To present findings in written form.</p> <p>To use test results to make further predictions.</p> <p>To use research skills to find out more information.</p> <p>To understand how a sieve works.</p> <p>To use knowledge of solid, liquids and gases to decide how mixtures might be separated.</p> <p>To demonstrate that dissolving, mixing and changes of states are reversible changes.</p>	<p>To recognise that water moves in a never ending cycle, changing physical state/location over time.</p> <p>To identify the part played by evaporation, condensation and freezing in the hydrological cycle.</p> <p>To explain the processes involved in the hydrological cycle.</p> <p>To identify and locate the major oceans of the world.</p> <p>To recognise the importance of water to life.</p> <p>To explain how water is used in our homes.</p>	<p>To explain why the Romans abandoned Britain.</p> <p>To describe how and why the Anglo-Saxons and Scots came to Britain.</p> <p>To describe the appearance of Anglo-Saxon men, women and children at various levels of society.</p> <p>To draw comparisons between Anglo-Saxon weaponry and armour and those of the Romans.</p> <p>To investigate how houses/hall were constructed.</p> <p>To identify the main areas of Britain where the Anglo-Saxons settled.</p> <p>To research sources of evidence we have for hat life was like in Anglo-Saxon Britain.</p> <p>To compare Anglo-Saxon villages and towns.</p>	<p>To recognise symmetry in Anglo-Saxon shields.</p> <p>To design and evaluate an Anglo-Saxon shield.</p> <p>To create an original design in an Anglo-Saxon style brooch.</p> <p>To research how clothing was made (weaving).</p> <p>To write names in illuminated text using Anglo-Saxon runes.</p> <p>To evaluate appearance and function against original criteria.</p>		<p>To recognise and understand the importance of keeping personal information safe online.</p> <p>To know how to stay safe online.</p> <p>To recognise that some material is copyrighted and may not be copied or downloaded.</p> <p>To use 'safe search' as a search engine to locate information.</p> <p>To use appropriate strategies to search efficiently.</p> <p>To recognise the importance of cross-checking information.</p> <p>To use the internet competently as a search tool.</p> <p>To understand how to make choices when using technology and that not everything is true and/or safe.</p>	<p>To listen and appraise different styles of music.</p> <p>To express an opinion.</p> <p>To identify the pulse.</p> <p>To recognise differences in tempo.</p> <p>To describe the dynamics in a piece of music.</p> <p>To learn and identify musical features (solo, riff, hook).</p> <p>To identify the style of music.</p> <p>To identify and replicate patterns in music.</p> <p>To discuss the structure of different songs.</p> <p>To know and apply features of singing.</p> <p>To work collaboratively.</p> <p>To compose accompaniment using tuned and un-tuned percussion.</p> <p>To perform composition.</p> <p>To evaluate own performance.</p>
AUTUMN 2	<p>To record data in tables.</p> <p>To explain that some changes result in the formation of a new material.</p> <p>To explain the difference between reversible and irreversible changes.</p> <p>To identify materials that can be recycled.</p> <p>To report findings using appropriate scientific vocabulary.</p>	<p>To ask questions and offer own ideas.</p> <p>To locate significant places on a map of the world/United Kingdom.</p> <p>To explain the importance of rivers to early settlers.</p>	<p>To explain personal viewpoints.</p> <p>To research Sutton Hoo ship burial.</p> <p>To recognise that our knowledge of the past is constructed from a range of sources.</p> <p>To create a timeline of significant events in Anglo-Saxon Britain.</p> <p>To investigate laws and punishment.</p>				<p>Learning songs for the Christmas production</p>
SPRING 1	<p>To identify forces and their direction.</p> <p>To explain that unsupported objects fall towards the earth because of the force of gravity acting between Earth and the falling object.</p> <p>To compare the work of Galileo and Newton.</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>To use scientific equipment.</p> <p>To record data and results using scientific diagrams, labels, bar and line graphs.</p> <p>To recognise that some mechanisms, including levers,</p>	<p>To identify major cities in the world.</p> <p>To explain settlement patterns in an area.</p> <p>To describe the climate, features and characteristics of different regions.</p>	<p>To identify Viking trade goods and routes.</p> <p>To investigate the difference between settler and invader.</p> <p>To compare life as an Anglo-Saxon and a Viking.</p> <p>To compare Anglo-Saxon and Viking runes.</p> <p>To explain what life was like for a Viking.</p> <p>To research religious beliefs.</p> <p>To record events chronologically on a timeline.</p> <p>To investigate the end of Anglo-Saxon and Viking Britain.</p>	<p>To set values in code to program the speed of an object.</p> <p>To change an object's direction and heading to create a driving game.</p> <p>To change co-ordinates to move an object around.</p> <p>To make an object rotate to the orientation (angle) of an ipad.</p> <p>To set friction to effect the speed and movement.</p> <p>To design and make own app.</p> <p>To identify and correct errors in code.</p>	<p>The Highwayman (English)</p> <p>To use shading to create mood and feeling.</p> <p>To organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>To combine sequences of instructions.</p>	<p>Samba Drumming – whole group tuition</p>

	pulleys and gears, allow a smaller force to have a greater effect.					
SPRING 2	<p>To describe the Sun, Earth and Moon as approximately spherical objects.</p> <p>To use the idea of the Earth's rotation to explain day and night.</p> <p>To describe the movement of the Earth relative to the Sun in the solar system.</p> <p>To discover the phases of the moon.</p> <p>To know the position of the planets.</p> <p>To research planets within our solar system.</p> <p>To understand the arrangement of stars in constellations.</p>	<p>To identify and locate major mountain ranges of the world.</p> <p>To locate places on a globe and world maps.</p> <p>To identify images of different locations.</p>	<p>To research and record important events in the space race.</p> <p>To record events chronologically.</p>	<p>To research pop art artists – Lichtenstein, Hockney and Warhol.</p> <p>To replicate the work of a famous artist using a variety of media.</p> <p>To use scanned images and alter them to create art.</p>	<p>To use scanned images and alter them to create art.</p>	
SUMMER 1	<p>To describe the changes as humans develop to old age.</p> <p>To explain the difference between a life cycle and a timeline.</p> <p>To describe the differences in the life cycle of a mammal, an insect, an amphibian and a bird.</p> <p>To investigate different habitats.</p> <p>To investigate camouflage patterns.</p> <p>To report findings from enquiries.</p> <p>To present findings in oral and written forms.</p>	<p>To locate a region on a map.</p> <p>To explain how a place has changed over time.</p> <p>To research how land was reclaimed.</p> <p>To investigate how The Fens were created.</p> <p>To describe physical features.</p> <p>To use four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps).</p> <p>To describe the effect of human geography on the Fens.</p> <p>To recognise the consequences of drought in some regions of the world.</p> <p>To investigate the impact of weather patterns in another part of the world.</p>	<p>To ask questions about a local area.</p> <p>To research who was involved with the draining of the Fens.</p>	<p>To research natural artist – Goldworthy, Nils Udo</p> <p>To work collaboratively to design and create a piece of natural art.</p> <p>To research recycled artist – Michelle Reader, David Edgar</p> <p>To use recycled materials to create a sculpture.</p> <p>To use a range of tools and equipment competently.</p>	<p>To learn how to make and use random numbers in your apps.</p> <p>To code a game that uses random numbers to move objects in random directions.</p> <p>To write code and explain how it works.</p>	<p>To listen and appraise different styles of music.</p> <p>To express an opinion.</p> <p>To identify the pulse.</p> <p>To recognise differences in tempo.</p> <p>To describe the dynamics in a piece of music.</p> <p>To learn and identify musical features (solo, riff, hook).</p> <p>To identify the style of music.</p> <p>To identify and replicate patterns in music.</p> <p>To discuss the structure of different songs.</p> <p>To know and apply features of singing.</p> <p>To work collaboratively.</p> <p>To compose accompaniment using tuned and un-tuned percussion.</p> <p>To perform composition.</p> <p>To evaluate own performance.</p> <p>To write lyrics with a message.</p>
SUMMER 2	<p>To investigate the processes that take place in germination.</p> <p>To investigate the structure of single and composite flowers.</p> <p>To identify the reproductive parts of a flower.</p> <p>To explain the importance of insects in pollination.</p> <p>To explore and discuss the ways in which seeds are dispersed.</p> <p>To explore how plants have adapted to different environments.</p> <p>To plan and carry out an investigation, recognising and controlling variables.</p> <p>To record data and results, drawing conclusions.</p>					

Maths – White Rose Hub / Sheffield Objectives

English – Talk4Writing

PE – LTP

Spanish – Separate Curriculum Statement