

## Year 5 and Year 6

### History

National Curriculum	Chris Quigley	Y5	Y6
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul> <p><b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> </ul>	<p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul> <p><u>Build an overview of world history</u></p>	<ul style="list-style-type: none"> <li>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>I can compare two or more historical periods; explaining things which changed and things which stayed the same.</li> <li>I can explain how Parliament affects decision making in England.</li> <li>I can explain how our locality has changed over time.</li> <li>I can test out a hypothesis in order to answer questions.</li> <li>I can describe how crime and punishment has changed over a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>I can place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>I can summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>I can summarise how Britain has had a major influence on the world.</li> <li>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>I can identify and explain differences, similarities and changes between different periods of history.</li> <li>I can identify and explain propaganda.</li> <li>I can describe a key event from Britain's past using a range of evidence from different sources.</li> <li>I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li> </ul>

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<ul style="list-style-type: none"><li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li><li>• Anglo-Saxon art and culture</li><li>• Christian conversion – Canterbury, Iona and Lindisfarne</li><li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li></ul> <p><b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"><li>• Viking raids and invasion</li><li>• resistance by Alfred the Great and Athelstan, first king of England</li><li>• further Viking invasions and Danegeld</li><li>• Anglo-Saxon laws and justice</li><li>• Edward the Confessor and his death in 1066</li><li>• a local history study</li></ul> <p><b>Examples (non-statutory)</b></p> <ul style="list-style-type: none"><li>• a depth study linked to one of the British areas of study listed above</li><li>• a study over time tracing how several aspects of national history are</li></ul>	<ul style="list-style-type: none"><li>• Identify continuity and change in the history of the locality of the school.</li><li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li><li>• Compare some of the times studied with those of the other areas of interest around the world.</li><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul> <p><u>Understand chronology</u></p> <ul style="list-style-type: none"><li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li><li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li><li>• Understand the concepts of continuity and change over time,</li></ul>		
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<p>reflected in the locality (this can go beyond 1066)</p> <ul style="list-style-type: none"><li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li><li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li></ul> <p><b>Examples (non-statutory)</b></p> <ul style="list-style-type: none"><li>• the changing power of monarchs using case studies such as John, Anne and Victoria</li><li>• changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century</li><li>• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li><li>• a significant turning point in British history,</li></ul>	<p>representing them, along with evidence, on a time line.</p> <ul style="list-style-type: none"><li>• Use dates and terms accurately in describing events.</li></ul> <p><u>Communicate historically</u></p> <ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none"><li>• dates</li><li>• time period</li><li>• era</li><li>• chronology</li><li>• continuity</li><li>• change</li><li>• century</li><li>• decade</li><li>• legacy.</li></ul></li><li>• Use literacy, numeracy and computing skills to an exceptional standard in order to</li></ul>		
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<p>for example, the first railways or the Battle of Britain</p> <ul style="list-style-type: none"><li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li><li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li><li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li></ul>	<p>communicate information about the past.</p> <ul style="list-style-type: none"><li>• Use original ways to present information and ideas.</li></ul>		
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### Geography

National Curriculum	Chris Quigley	Y5	Y6
<b>Locational knowledge</b> ☑ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their	<u>Investigate places</u> <ul style="list-style-type: none"><li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li></ul>	<ul style="list-style-type: none"><li>• I can plan a journey to a place in another part of the world, taking account of distance and time.</li><li>• I can explain why many cities are situated on or close to rivers.</li></ul>	<ul style="list-style-type: none"><li>• I can use Ordnance Survey symbols and 6 figure grid references.</li><li>• I can answer questions by using a map.</li></ul>

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<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <p>☒ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>☒ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <p>☒ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</p>	<ul style="list-style-type: none"><li>• Identify and describe how the physical features affect the human activity within a location.</li><li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li><li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li><li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li><li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li></ul>	<ul style="list-style-type: none"><li>• I can explain why people are attracted to live by rivers.</li><li>• I can explain the course of a river.</li><li>• I can name and locate many of the world's most famous rivers in an atlas.</li><li>• I can name and locate many of the world's most famous mountainous regions in an atlas.</li><li>• I can explain how a location fits into its wider geographical location with reference to human and economical features.</li></ul>	<ul style="list-style-type: none"><li>• I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</li><li>• I can describe how some places are similar and dissimilar in relation to their human and physical features.</li><li>• I can name the largest desert in the world and locate desert regions in an atlas.</li><li>• I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</li><li>• I can explain how time zones work and calculate time differences around the world.</li></ul>
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<p>and a region within North or South America</p> <p><b>Human and physical geography</b></p> <p>☑ describe and understand key aspects of:</p> <ul style="list-style-type: none"><li>☑ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>☑ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul> <p><b>Geographical skills and fieldwork</b></p> <p>☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>☑ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their</p>	<ul style="list-style-type: none"><li>• Name and locate the countries of North and South America and identify their main physical and human characteristics. <u>Investigate patterns</u></li><li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li><li>• Understand some of the reasons for geographical similarities and differences between countries.</li><li>• Describe how locations around the world are changing and explain some of the reasons for change.</li><li>• Describe geographical diversity across the world.</li><li>• Describe how countries and geographical regions are interconnected and interdependent. <u>Communicate geographically</u></li><li>• Describe and understand key aspects of:</li></ul>		
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<p>knowledge of the United Kingdom and the wider world</p> <p>☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<ul style="list-style-type: none"><li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li><li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li><li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li><li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li></ul>		
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**Art**

National Curriculum	Chris Quigley	Y5	Y6
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<p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li><li>☑ 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]</li><li>☑ about great artists, architects and designers in history.</li></ul>	<p><u>Develop ideas</u></p> <ul style="list-style-type: none"><li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li><li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li><li>• Use the qualities of materials to enhance ideas.</li><li>• Spot the potential in unexpected results as work progresses.</li><li>• Comment on artworks with a fluent grasp of visual language</li></ul> <p><u>Master techniques – Painting</u></p> <ul style="list-style-type: none"><li>• Sketch (lightly) before painting to combine line and colour.</li><li>• Create a colour palette based upon colours observed in the natural or built world.</li><li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li><li>• Combine colours, tones and tints to enhance the mood of a piece.</li><li>• Use brush techniques and the qualities of</li></ul>	<ul style="list-style-type: none"><li>• I can identify and draw objects and use marks and lines to produce texture.</li><li>• I can successfully use shading to create mood and feeling.</li><li>• I can organise line, tone, shape and colour to represent figures and forms in movement.</li><li>• I can use shading to create mood and feeling.</li><li>• I can express emotion in my art.</li><li>• I can create an accurate print design following criteria.</li><li>• I can use images which I have created, scanned and found; altering them where necessary to create art.</li><li>• I can research the work of an artist and use their work to replicate a style.</li></ul>	<ul style="list-style-type: none"><li>• I can explain why I have used different tools to create art.</li><li>• I can explain why I have chosen specific techniques to create my art.</li><li>• I can explain the style of my work and how it has been influenced by a famous artist.</li><li>• I can over print to create different patterns.</li><li>• I can use feedback to make amendments and improvement to my art.</li><li>• I can use a range of e-resources to create art.</li></ul>
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	<p>paint to create texture.</p> <ul style="list-style-type: none"><li>• Develop a personal style of painting, drawing upon ideas from other artists.</li></ul> <p><u>Master techniques - Collage</u></p> <ul style="list-style-type: none"><li>• Mix textures (rough and smooth, plain and patterned).</li><li>• Combine visual and tactile qualities.</li><li>• Use ceramic mosaic materials and techniques</li></ul> <p><u>Master techniques - Sculpture</u></p> <ul style="list-style-type: none"><li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li><li>• Use tools to carve and add shapes, texture and pattern.</li><li>• Combine visual and tactile qualities.</li><li>• Use frameworks (such as wire or moulds) to provide stability and form.</li></ul> <p><u>Master techniques – Drawing</u></p> <ul style="list-style-type: none"><li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li><li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li></ul>		
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	<ul style="list-style-type: none"><li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li><li>• Use lines to represent movement.</li></ul> <p><u>Master techniques – Print</u></p> <ul style="list-style-type: none"><li>• Build up layers of colours.</li><li>• Create an accurate pattern, showing fine detail.</li><li>• Use a range of visual elements to reflect the purpose of the work.</li></ul> <p><u>Master techniques – Textiles</u></p> <ul style="list-style-type: none"><li>• Show precision in techniques.</li><li>• Choose from a range of stitching techniques.</li><li>• Combine previously learned techniques to create pieces.</li></ul> <p>Master techniques – Digital Media</p> <ul style="list-style-type: none"><li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li></ul>		
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**Design and Technology**

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National Curriculum	Chris Quigley	Y5	Y6
<p><b>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</b></p> <p><b>☒ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</b></p> <p><b>Make</b></p> <p><b>☒ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</b></p> <p><b>☒ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</b></p>	<p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul>	<ul style="list-style-type: none"> <li>• I can come up with a range of ideas after collecting information from different sources.</li> <li>• I can produce a detailed, step-by-step plan.</li> <li>• I can suggest alternative plans; outlining the positive features and draw backs.</li> <li>• I can explain how a product will appeal to a specific audience.</li> <li>• I can evaluate appearance and function against original criteria.</li> <li>• I can use a range of tools and equipment competently.</li> <li>• I can make a prototype before make a final version.</li> <li>• I show that I can be both hygienic and safe in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use market research to inform my plans and ideas.</li> <li>• I can follow and refine my plans.</li> <li>• I can justify my plans in a convincing way.</li> <li>• I can show that I consider culture and society in my plans and designs.</li> <li>• I show that I can test and evaluate my products.</li> <li>• I can explain how products should be stored and give reasons.</li> <li>• I can work within a budget.</li> <li>• I can evaluate my product against clear criteria.</li> </ul>

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<p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>☒ <b>investigate and analyse a range of existing products</b></li><li>☒ <b>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b></li><li>☒ <b>understand how key events and individuals in design and technology have helped shape the world</b></li></ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"><li>☒ <b>apply their understanding</b></li></ul> <p><b>of how to strengthen, stiffen and reinforce more complex structures</b></p> <ul style="list-style-type: none"><li>☒ <b>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</b></li><li>☒ <b>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</b></li></ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"><li>• Create objects (such as a cushion) that employ a seam allowance.</li><li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li><li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li></ul> <p><b>Electricals and Electronics</b></p> <ul style="list-style-type: none"><li>• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)</li></ul> <p><b>Computing</b></p> <ul style="list-style-type: none"><li>• Write code to control and monitor models or products.</li></ul> <p><b>Construction</b></p> <ul style="list-style-type: none"><li>• Develop a range of practical skills to create products (such as</li></ul>		
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<p><b>☑ apply their understanding of computing to program, monitor and control their products.</b></p> <p><b>Food and nutrition</b> understand and apply the principles of a healthy and varied diet ☑ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ☑ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>cutting, drilling and screwing, nailing, gluing, filing and sanding)</p> <p>Mechanics</p> <ul style="list-style-type: none"><li>• Convert rotary motion to linear using cams.</li><li>• Use innovative combinations of electronics (or computing) and mechanics in product designs.</li></ul> <p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"><li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li><li>• Make products through stages of prototypes, making continual refinements.</li><li>• Ensure products have a high quality finish, using art skills where appropriate.</li><li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li></ul> <p><b>To take inspiration from design throughout history</b></p>		
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	<ul style="list-style-type: none"><li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li><li>• Create innovative designs that improve upon existing products.</li><li>• Evaluate the design of products so as to suggest improvements to the user experience.</li></ul>		
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**Music**

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National Curriculum	Chris Quigley	Y5	Y6
<p>☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>☑ improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>☑ listen with attention to detail and recall sounds with increasing aural memory</p> <p>☑ use and understand staff and other musical notations</p> <p>☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>☑ develop an understanding of the history of music.</p>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument)</li> </ul> <p><u>Compose</u></p> <ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• I can breathe in the correct place when singing.</li> <li>• I can maintain my part whilst others are performing their part.</li> <li>• I can improvise within a group using melodic and rhythmic phrases.</li> <li>• I can change sounds or organise them differently to change the effect.</li> <li>• I can compose music which meets specific criteria.</li> <li>• I can use notation to record groups of pitches (chords).</li> <li>• I can use my music diary to record aspects of the composition process.</li> <li>• I can choose the most appropriate tempo for a piece of music.</li> <li>• I can describe, compare and evaluate music using musical vocabulary.</li> <li>• I can explain why I think music is successful or unsuccessful.</li> <li>• I can suggest improvement to my own work and that of others.</li> <li>• I can contrast the work of a famous composer and explain my preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing in harmony confidently and accurately.</li> <li>• I can perform parts from memory.</li> <li>• I can take the lead in a performance.</li> <li>• I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> <li>• I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>• I can analyse features within different pieces of music.</li> <li>• I can compare and contrast the impact that different composers from different times have had on people of that time.</li> </ul>

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	<p><u>Transcribe music</u></p> <ul style="list-style-type: none"><li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li><li>• Read and create notes on the musical stave.</li><li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li><li>• Understand and use the # (sharp) and b (flat) symbols.</li><li>• Use and understand simple time signatures</li></ul> <p><u>Describe music</u></p> <ul style="list-style-type: none"><li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:<ul style="list-style-type: none"><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li><li>• expressive</li><li>• solo</li><li>• rounds</li><li>• harmonies</li><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li></ul></li></ul>		
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	<ul style="list-style-type: none"><li>• combination of musical elements</li><li>• cultural context.</li><li>• Describe how lyrics often reflect the cultural context of music and have social meaning</li></ul>		
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**PE**

National Curriculum	Chris Quigley	Y5	Y6
<p>☑ use running, jumping, throwing and catching in isolation and in combination</p> <p>☑ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>☑ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>☑ perform dances using a range of movement patterns</p> <p>☑ take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>☑ compare their performances with previous ones and</p>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team</li> </ul> <p><u>Dance</u></p>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I can gain possession by working a team.</li> <li>• I can pass in different ways.</li> <li>• I can use forehand and backhand with a racket.</li> <li>• I can field.</li> <li>• I can choose a tactic for defending and attacking.</li> <li>• I can use a number of techniques to pass, dribble and shoot.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can make complex extended sequences.</li> <li>• I can combine action, balance and shape.</li> <li>• I can perform consistently to different audiences.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can compose my own dances in a creative way.</li> <li>• I can perform to an accompaniment.</li> </ul>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I can play to agreed rules.</li> <li>• I can explain rules.</li> <li>• I can umpire.</li> <li>• I can make a team and communicate plan.</li> <li>• I can lead others in a game situation.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can combine my own work with that of others.</li> <li>• I can link sequences to specific timings.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can develop sequences in a specific style.</li> <li>• I can choose my own music and style.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate stamina.</li> </ul> <p><u>Outdoor and adventurous</u></p>

## Year 5 and Year 6

<p>demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"><li>• Compose creative and imaginative dance sequences.</li><li>• Perform expressively and hold a precise and strong body posture.</li><li>• Perform and create complex sequences.</li><li>• Express an idea in original and imaginative ways.</li><li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li><li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)</li></ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"><li>• Create complex and well-executed sequences that include a full range of movements including:<ul style="list-style-type: none"><li>• travelling</li><li>• balances</li><li>• swinging</li><li>• springing</li><li>• flight</li><li>• vaults</li><li>• inversions</li><li>• rotations</li><li>• bending, stretching and twisting</li><li>• gestures</li></ul></li></ul>	<ul style="list-style-type: none"><li>• My dance shows clarity, fluency, accuracy and consistency.</li></ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"><li>• I am controlled when taking off and landing.</li><li>• I can throw with accuracy.</li><li>• I can combine running and jumping.</li></ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"><li>• I can follow a map in an unknown location.</li><li>• I can use clues and a compass to navigate a route.</li><li>• I can change my route to overcome a problem.</li><li>• I can use new information to change my route.</li></ul>	<ul style="list-style-type: none"><li>• I can plan a route and a series of clues for someone else.</li><li>• I can plan with others taking account of safety and danger.</li></ul>
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	<ul style="list-style-type: none"><li>• linking skills.</li><li>• Hold shapes that are strong, fluent and expressive.</li><li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li><li>• Vary speed, direction, level and body rotation during floor performances.</li><li>• Practise and refine the gymnastic techniques used in performances (listed above).</li><li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li><li>• Use equipment to vault and to swing (remaining upright).</li></ul> <p>Swimming</p> <ul style="list-style-type: none"><li>• Swim over 100 metres unaided.</li><li>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</li><li>• Swim fluently with controlled strokes.</li></ul>		
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	<ul style="list-style-type: none"><li>• Turn efficiently at the end of a length.</li></ul> <p>Athletics</p> <ul style="list-style-type: none"><li>• Combine sprinting with low hurdles over 60 metres.</li><li>• Choose the best place for running over a variety of distances.</li><li>• Throw accurately and refine performance by analysing technique and body shape.</li><li>• Show control in take off and landings when jumping.</li><li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li></ul> <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"><li>• Select appropriate equipment for outdoor and adventurous activity.</li><li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li><li>• Embrace both leadership and team roles and gain the</li></ul>		
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Year 5 and Year 6

	<p>commitment and respect of a team.</p> <ul style="list-style-type: none"><li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li><li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li><li>• Use a range of devices in order to orientate themselves.</li><li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li></ul>		
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**Year 5 and Year 6**

**Computing**

National Curriculum	Chris Quigley	Y5	Y6
<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>☑ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>☑ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>☑ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>☑ use search technologies effectively, appreciate how results are selected and ranked,</p>	<p><u>Coding</u></p> <ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees. Change the position of objects between screen layers (send to back, bring to front)</li> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Combine the use of pens with movement to create interesting effects.</li> <li>• Set events to control other events by 'broadcasting' information as a trigger.</li> <li>• Use IF THEN ELSE conditions to control events or objects.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>• Use lists to create a set of variables</li> <li>• Use the Boolean operators () &lt; () () = () () &gt; () ()and() ()or()</li> </ul>	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can combine sequences of instructions and procedures to turn devices on and off.</li> <li>• I can use technology to control an external device.</li> <li>• I can design algorithms that use repetition &amp; 2-way selection.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can analyse information.</li> <li>• I can evaluate information.</li> <li>• I understand how search results are selected and ranked.</li> <li>• I can edit a film.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I understand that you have to make choices when using technology and that not everything is true and/or safe.</li> </ul>	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can design a solution by breaking a problem up.</li> <li>• I recognise that different solutions can exist for the same problem.</li> <li>• I can use logical reasoning to detect errors in algorithms.</li> <li>• I can use selection in programs.</li> <li>• I can work with variables.</li> <li>• I can explain how an algorithm works.</li> <li>• I can explore 'what if' questions by planning different scenarios for controlled devices.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can select, use and combine software on a range of digital devices.</li> <li>• I can use a range of technology for a specific project.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I can discuss the risks of online use of technology.</li> </ul>

**Year 5 and Year 6**

<p>and be discerning in evaluating digital content</p> <p>☒ select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>☒ use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Not() to define conditions.</p> <ul style="list-style-type: none"><li>• Use the Reporter operators ( ) + ( ) ( ) - ( ) ( ) * ( ) ( ) / ( ) to perform calculations. Pick Random ( ) to ( ) Join ( ) ( ) Letter ( ) of ( ) Length of ( ) ( ) Mod ( ) This reports the remainder after a division calculation Round ( ) ( ) of ( ).</li></ul> <p><u>Connect</u></p> <ul style="list-style-type: none"><li>• Collaborate with others online on sites approved and moderated by teachers.</li><li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li><li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from Understand the effect of online comments and show responsibility and sensitivity when online.</li></ul>		<ul style="list-style-type: none"><li>• I can identify how to minimise risks.</li></ul>
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Year 5 and Year 6

	<ul style="list-style-type: none"><li>• Understand how simple networks are set up and used.</li></ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"><li>• Choose the most suitable applications and devices for the purposes of communication.</li><li>• Use many of the advanced features in order to create high quality, professional or efficient communications</li></ul> <p><u>Collect</u></p> <ul style="list-style-type: none"><li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner</li></ul>		
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