

Year 5 - Being an Artist

I can identify and draw objects and use marks and lines to produce texture

I can successfully use shading to create mood and feeling

I can organise line, tone, shape and colour to represent figures and forms in movement

I can use shading to create mood and feeling

I can express emotion in my art

I can create an accurate print design following criteria

I can use images which I have created, scanned and found; altering them where necessary to create art

I can research the work of an artist and use their work to replicate a style

Year 5 - Computing - Algorithms and Programming

I can combine sequences of instructions and procedures to turn devices on and off

I can use technology to control an external device

I can design algorithms that use repetition & 2-way selection

Year 5 - Computing - Digital Literacy

I understand that you have to make choices when using technology and that not everything is true and/or safe

Year 4 Computing - Information Technology

I can analyse information

I can evaluate information

I understand how search results are selected and ranked

I can edit a film

Year 5 - Design Technology - Being a Designer

I can come up with a range of ideas after collecting information from different sources

I can produce a detailed, step-by-step plan

I can suggest alternative plans; outlining the positive features and draw backs

I can explain how a product will appeal to a specific audience

I can evaluate appearance and function against original criteria

I can use a range of tools and equipment competently

I can make a prototype before make a final version

I show that I can be both hygienic and safe in the kitchen

Year 5 Geography - Being a geographer

I can plan a journey to a place in another part of the world, taking account of distance and time

I can explain why many cities are situated on or close to rivers

I can explain why people are attracted to live by rivers

I can explain the course of a river

I can name and locate many of the world's most famous rivers in an atlas

I can name and locate many of the world's most famous mountainous regions in an atlas

I can explain how a location fits into its wider geographical location with reference to human and economical features

Year 5 History - Being an Historian

I can draw a timeline with different historical periods showing key historical events or lives of significant people

I can compare two or more historical periods; explaining things which changed and things which stayed the same

I can explain how Parliament affects decision making in England

I can explain how our locality has changed over time

I can test out a hypothesis in order to answer questions

I can describe how crime and punishment has changed over a period of time

Year 5 - Music - Being a Musician

I can breathe in the correct place when singing

I can maintain my part whilst others are performing their part

I can improvise within a group using melodic and rhythmic phrases

I can change sounds or organise them differently to change the effect

I can compose music which meets specific criteria

I can use notation to record groups of pitches (chords)

I can use my music diary to record aspects of the composition process

I can choose the most appropriate tempo for a piece of music

I can describe, compare and evaluate music using musical vocabulary

I can explain why I think music is successful or unsuccessful

Year 5 - Science - Life and Living Processes, Biology

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

Year 5 Science - Materials - Chemistry

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Year 5 Science - Physical Processes - Physics

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 5 Science - Working Scientifically

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or arguments.

Year 5 Science - Exceeding statements

Explore different ways to test an idea, choose the best way and give reasons

Vary one factor whilst keeping the others the same in an experiment

Use information to help make a prediction

Explain (in simple terms) a scientific idea and what evidence supports it

Create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies

Observe their local environment and draw conclusions about life-cycles, for example, the vegetable garden or plants in a shrubbery

Describe methods for separating mixtures, for example, filtration, distillation

Compare the time of day at different places on the earth

Describe and explain how motion is affected by forces, for example, including gravitational attractions, magnetic attraction and friction

Work out how water can cause resistance to floating objects