

Science Mixtures and Materials

To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.

To identify, with reasons, whether changes in materials are reversible or not.

To explain that some changes of state result in the formation of new material and that this kind of change is not usually reversible.

To plan and carry out scientific enquiry using a range of scientific equipment and variables in order to answer questions. (Working Scientifically)

To use test results to make predictions to set up further comparative and fair tests. (Working Scientifically)

To report and present findings from enquiries including conclusions, explanations, data and diagrams. (Working Scientifically)

Computing Systems and Searching

Understand what a digital system is.

Recognise the role of computer systems in our lives
Understand that the internet forms part of some systems.

Develop from the understanding of the internet to understand what the WWW is.

Be able to carry out specific searches on the WWW.
Understand how search engines work.

Art Make My Voice Heard

Key Concepts Covered in this unit:

Knowledge of artists and designers: (factual knowledge)

Exploring and developing ideas: (conceptual knowledge)

Making skills: (procedural knowledge)

Evaluating: (metacognitive knowledge)

Second Order Concepts:

Chronology (history of art and changes over time)

Similarity and difference (comparing works of art, identifying common/different styles and techniques)

Significance (significant artists, works of art and art movements)

Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

DT Come Dine With Me

I justify my plans in a convincing way.

I use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.

I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.

I can explore a range of cooking of cooking techniques to produce a healthy balanced dish.

I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

I understand the importance of correct storage and handling of ingredients

PE

Football

To be able to dribble, pass and receive and shoot a ball with control

To track an opponent and track them down

To find space away from others

To understand my role as attacker and defender

OAA

To be able to plan route and a series of clues for someone else

To be able to take part in outdoor and adventurous activity challenges both individually and in a team

Cricket

To be able to play competitive games to agreed rules

To be able to explain rules to others

To be able to communicate a plan to my team

To be able to use a range of techniques with confidence and skill in a game situation

Me and My World

Y5



Geography Me and My World

Geographical skills and fieldwork

I use different types of fieldwork to observe, measure and record the human and physical features

I use Ordnance Survey symbols and 4 figure grid references

I can use Ordnance Survey symbols and 6 figure grid references

Locational knowledge

I know what longitude and latitude means and how they are related to time zones around the world.

I can recognise environmental regions and key human and physical characteristics, countries, and major cities in European Countries and North and South America

Human and physical geography

I can use maps, atlases, globes, and digital/computer mapping to locate countries and describe physical and human features.

Responsibility

I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment

RE Faith in Action

I can identify the origins and make connections between faith teachings.

I can give a considered response to the challenges of following a faith.

RE Easter

I can explain how the disciples reacted to the resurrection of Jesus.

Jigsaw Dreams and Goals

To be able to compare your hopes and dreams with those of young people from different cultures.

Jigsaw Healthy Me

To be able to explain different roles that food and substances can play in people's lives. To be able to also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.

MFL Spanish My Family

Phonics (the system of the sounds of a language and how these are represented in written words)

Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)

Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)

Music Wider Opportunities