

Skills Overview

Year group	5
Staff	AS, FM

Use the skills progression document to populate this overview



Topic	1	2	3	4
Theme	Who am I?	Explore the World	Who Inspires me?	Food?
Value	Honesty/ Responsibility	Self Belief/ Respect	Perseverance	Happiness
Primary Focus	History	Geography	Art	DT
Vehicle	Space	Water	Famous inventors	Vikings
Trips				
Assessment				

Skills

		1	2	3	4
Knowledge and understanding with the world	History	<p>Begin to identify primary and secondary sources .</p> <p>Use evidence to build up a picture of a past event</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Examine causes and results of great events and the impact on people</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p> <p>Study different aspects of different people - differences between men and women</p>	<p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p> <p>Compare life in early and late 'times' studied</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Recall, select and organise historical information</p>
	Geography	<p>Use the index/ contents page of an atlas.</p> <p>Select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs to locate countries and describe features studied.</p>	<p>Observe, measure and record human and physical features using an increasing range of geographical methods including sketch maps and plans</p> <p>Draw sketch maps with increasingly accurate use of a plan view, use symbols (inc. OS symbols) and a key</p> <p>Begin to select appropriate digital technologies and present written accounts including reports, explanation and discussion text.</p> <p>Use 4 figure grid references, a range of OS symbols.</p>	<p>Use the index/ contents page of an atlas.</p>	<p>Use 4 figure grid references, a range of OS symbols.</p> <p>Select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs to locate countries and describe features studied.</p> <p>Use the index/ contents page of an atlas.</p> <p>Begin to select appropriate digital technologies and present written accounts including reports, explanation and discussion text.</p>
	Science	<p>Earth and Space</p> <p>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 earth Describe the Sun, Earth and Moon as approximately spherical bodies Us the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Materials</p> <p>Compare and group properties on the basis of their properties (hardness, solubility, transparency, magnetism and conductivity – electrical and thermal) Know that some materials will dissolve and describe how to recover them from a solution Use knowledge of solids, liquids and gases to separate mixtures of materials Give reasons for particular uses of materials Demonstrate that dissolving, mixing and changes of state are reversible Explain that some changes are irreversible</p>	<p>Forces</p> <p>Explain that unsupported objects fall to earth because of the force of gravity acting between the Earth and the object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the process of reproduction in some plants and animals</p>

Expressive art and design	Art	Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. - Face portraits.	Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. How to describe the processes they are using and how they hope to achieve high quality	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects.	Confidently investigate and exploit the potential of new and unfamiliar materials. Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.
	Design and Technology	Identify a purpose for their product Select appropriate materials, tools and techniques Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail	Select appropriate materials, tools and techniques	Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques	Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification
Communication and language	Computing	Share ICT work they have done electronically by email, VLE, or uploading to authorised sites. Where possible seek and respond to feedback. Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy. Perform a search using different search engines and check the results against each other, explaining why they might be different. Show an awareness of the need for accuracy in spelling and syntax to search effectively.	Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate. Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.	Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document). Abide by school rules for e-safety. Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.	Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience. Children work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions. Enter information and interrogate it (by searching, sorting, graphing etc). Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered. Set up and use a spreadsheet model to explore patterns and relationships. Make predictions. Know how to enter simple formulae to assist this process. Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings. Interpret the results and use these in their investigations.
	PSHE	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money	Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing.	Demonstrate a broad knowledge and understanding of the topics and issues they have explored. Identify questions, consider and discuss different issues, drawing simple conclusions and justifying personal views and opinions Listen to and consider the views and experiences of others and can express views that are not necessarily their own. Take part in group and decision-making activities, demonstrating.	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
Physical development	PE	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns 	take part in outdoor and adventurous activity challenges both individually and within a team	<ul style="list-style-type: none"> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
English	Texts	Cosmic		Biography of Isaac Newton	Viking Boy
	Writing	Non –chronological reports Diary entry Letters Biography Play script	Non –chronological reports Diary entry Letters Biography Play script	Non –chronological reports Diary entry Letters Biography Play script	Non –chronological reports Diary entry Letters Biography Play script
Maths	Maths	Measures—mass, distance Statistics - bar charts, graphs Ratio	Measures—volume , length Problem solving around length and area	Statistics - speed Weight to speed ratio	Money Statistics Measures—Weight
	RE	Make links between the beliefs teachings and sources of different religious groups and show how they are connected to believers' lives.	Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious.	Use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups. describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.	Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.