

## Y5 Afternoon Curriculum Subject Criteria

Science	Technology (Comp.)	Music	Art	Geography	History	Engineering (DT)
<b>Living Things</b>	<b>Programming</b>	<b>Skills and Processes</b>	<b>Subject Content</b>	<b>Locational Knowledge</b>	<b>Subject Content</b>	<b>Design</b>
I can research and compare the life cycles of mammals, amphibians, insects and birds.	I can create and edit programming algorithms to allow two systems, sprites or avatars to act independent of one another.	I can play a range of tuned instruments.	I can use my sketch books to record observations and use it to review and revisit ideas.	I can use maps to locate the countries of North and Central America.	I can extend my chronological knowledge beyond 1066 by studying a historical event that acted as a significant turning point in post-1066 British history <b>(based on Victorians or Stone/Iron Age).</b>	I can research and present information on the designs of at least two inventors/designers/ engineers solving the same design problem.
I can describe the process of reproduction in plants and animals.	I can use 'if' and 'then' codes within my programming algorithms to introduce conditional and sequential sequences.	I can play a brass/stringed instrument.	I can improve my mastery of the following art and design techniques: - Drawing - Painting - Sculpture	I can identify key geographical features and regions of North/Central America including human (e.g. cities) and physical (e.g. mountain ranges, seas, lakes and rivers) features.	I can conduct a local history study centred on a site dating from a period beyond 1066 <b>(based on Victorians or Stone/Iron Age).</b>	I can sketch/model a range of ideas to solve a design problem.
<b>Humans</b>		I can recognise how to use music to accompany poetry/P.E./actions/dance.	I can research the work of a range of great artists / architects / designers from history.	I can identify the position and significance of: - Lines of latitude - Lines of longitude - Tropics of Cancer and Capricorn (in relation to equator).	I can identify changes in Britain from the stone age to the iron age (i.e. technology, travel, communities etc.).	I can create a detailed drawing of my design, labelled for measurements and annotated for material choices.
I can describe how humans change as they develop from new-borns into old age.		I can improvise/compose music for a range of purposes using instruments / ICT software.	<b>Aims</b>		I can map the changing power of English/British monarchs throughout history.	I can model a prototype of my design.
<b>Properties of materials</b>		<b>Matters</b>	I can produce creative work, exploring my ideas and recording my experiences.	<b>Place Knowledge</b>	<b>Historical concepts</b>	<b>Making</b>
I can group materials based on their hardness, solubility, transparency, conductivity and magnetism.	I can introduce actions that are sequential to sensing a change.	I understand and use the term 'tone'.	I can evaluate and analyse creative works using the language of art, craft and design techniques.	I can identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (local) and a region from North/Central America.	I can frame historically valid questions.	I can use construction kits to make and modify my own designs.
I can demonstrate and describe how a material dissolves and how to recover it from solution.	I can predict an observed output when changing an input.	I understand and use the term 'pitch'.	I can develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	<b>Human and Physical Geography</b>	I can select and organise information to create a structured account of a historical event (e.g. extended writing, detailed timeline etc.).	I can use pulleys and/or gears within a structural mechanism.
I can use particle theory to separate mixtures using filtering, sieving and evaporating.	I can explain the difference between an algorithm and a programme.	<b>History of music</b>	<b>Materials</b>	I can describe and understand key aspects of: - Mountains - Volcanoes - Earthquakes and identify examples of relevant regions within North/Central America.	I can understand the methods of enquiry, including how evidence is used to make historical claims.	I can include an electrical circuit within my design.
I can use logical reasoning to detect and correct errors in algorithms.	I can use logical reasoning to detect and correct errors in algorithms.	I can research the work of a historical composer.	Pencil Paint Brushes (different thickness) Pens Clay Fabric Natural/reclaimed materials Charcoal Plaster	<b>PHYSICAL</b>	I can understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed.	I can use a variety of sewing techniques (e.g. running, cross, back, blanket etc.) to join and decorate fabrics.
I can differentiate physical, reversible changes from chemical, irreversible changes.	<b>Networks &amp; communication</b>	I can research the work of a contemporary composer.	<b>Vocabulary</b>	<b>Geographical Skills and Fieldwork</b>	I can understand how and why change occurs in history, why and how things stay the same and analyse trends.	I can evaluate the impact of famous designs and explain how they have helped to shape the world.
I can use primary data to explain the selection of certain materials for specific purposes.	I can respect the copyright of online content and understand that it should not be used or adapted without permission or acknowledgement.		Colour Texture Tone Scale Tint Shade			I can carry out appropriate tests to assess the success of my design.
<b>Space</b>	<b>ICT</b>					<b>Cooking and Nutrition</b>
I can describe the relative positions and movements of the plants around the sun.	I can evaluate the reliability of online information.					I can identify UK seasonal foods.
I can describe the lunar cycle in terms of the moon's relative position to the Earth.	I can work collaboratively using online blogs, wikis and messaging.					
I can explain day, night and the sun's movement across the sky in terms of the Earth's rotation.	I can use a range of search techniques to acquire information (e.g. using filters / Boolean terms to restrict searches).					
<b>Forces</b>						
I can explain why objects fall towards the Earth (gravity acting between Earth and the object).	I can formulate a question and design and use a spreadsheet or database to collect data to answer that question.					

I can investigate the effects of air resistance on a falling object.	I can use a range of technology and software to present information to an audience.		<b>Techniques</b>	I can 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 my knowledge of the United Kingdom and the wider world.	I can identify and describe reasons for and results of historical events, situations and changes studied in the past.	I can identify common foods that are natively grown in the UK, Europe and the wider world.
I can identify friction acting between two surfaces.	I can use data software (e.g. excel) to create graphs/charts to represent data pictorially.		<b>Malleable</b> Construct, manipulate, join, papier mache, slabs, coils, slips, patterns	I can 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.	I can identify and explain similarities and differences between societies from different historical periods (i.e. economically, politically, socially etc.).	I can demonstrate
I can amplify/reverse effort using levels, pulleys and gears.			<b>Textile</b> Collage, knot, fray, fringe, twist, plait, cut, appliqué, dye, weave, print, stitch, join, batik, create 3D structure, use different grades of thread and needles		I can understand why some events, individuals, situations and changes are considered significant.	- Accurate measuring - Accurate weighing - Mixing wet and dry ingred. - Rubbing in fat - Beating - Rolling out - Kneading - Decorating / piping
<b>Working Scientifically</b>	<b>e-safety</b>		<b>Print</b> Rub, roll, create pattern, impress, relief, overlay, add other media			I can safely demonstrate
I can use a wide variety of equipment to make accurate measurements in standard units (including repeat readings).	I can develop a secure password.		<b>Collage</b> Fold, crumple, tear, overlap, layer			- griddling (e.g. blinis) - boiling (e.g. an egg) - roasting (e.g. peppers) - toasting
I can identify variables, make predictions, map methods and produce labelled diagrams.	I can outline the 'SMART' model of keeping safe when sharing information online.		<b>Paint</b> Layer, mix, scrape, texture, colour wash, create atmosphere/light/shade effects			Suggested dishes:
I can record data using labelled diagrams, classification keys, tables, scatter graphs and bar/line graphs.	I know how to report online problems including cyberbullying.		<b>Digital</b> Record, create on screen, manipulate images.			- Shaped bread - Pizza - Calzone - Cobbler - Soup - Flavoured bread (e.g. focaccia) - Fruit bread & savoury salad - Gingerbread structures - Fruit pie (e.g. frangipan pear tart) & homemade custard
I can draw conclusions, identify relationships and present findings.	I can outline how to protect an online identity.					I can calculate costings when scaling recipes up/down.
I can identify evidence used to support or refute an argument/theory.						