



Paganel Primary School Curriculum Planning

Year 5

Topics:

Autumn Term – Moving People

Spring Term – Champions for change

Summer Term – Earth as an island

National Curriculum Knowledge and Skills:

Subject	Skills	Knowledge and Understanding
Art and Design	Make and use a sketch book that includes pockets and flaps.	
	Explain how an idea has developed over time.	
	Combine a range of media within a piece of work and explain the desired effect.	
	Use simple rules of perspective in drawings of figures and buildings.	
	Use paint application techniques to create mood and atmosphere in a painting.	
	Carve and sculpt materials using a range of tools and finishing techniques (e.g. sanding, etching and smoothing).	
	Create a detailed block for printing using string, card, foam or lino.	
	Create a monochromatic collage which incorporates text.	
	Compose a photograph with an emphasis on textural qualities, light and shade.	
	Add black and white paint to create subtle tints and tones, light and shade.	
	Use rubbing techniques (frottage art) to collect patterns and textures.	
	Use cross hatching to add tonal detail.	
	Create cylindrical and spherical forms using a range of media and scales.	
Compare and comment on ideas/methods/approaches in own and others work, relating to context.		
Explain how a piece of artwork makes them feel, explaining views by reference to effects.		
Subject	Skills	

Computing	With support, begin to produce algorithms by using logical and appropriate structures to organise data, and create precise and accurate sequences of instructions.
	Use flow charts and other diagrams to follow how a process or model works.
	Use logical reasoning to solve problems and model situations and processes. Predict what will happen when variables and rules within a model are changed.
	Demonstrate knowledge and understanding of computer systems and hardware by identifying and defining the functions of the processor, memory, backing storage and peripherals in a typical desk top computer.
	Select, use and combine a variety of software, including internet services on a range of digital devices, explaining how email and online discussion areas are used for communication and collaboration.
	Recognise the need for accuracy when searching for and selecting information. Use different sources to double check information found.
	Prepare and present information in a range of forms, using ICT safely and responsibly.
	Judge what sort of privacy settings might be relevant for reducing different risks to judge when to answer a question online and when not to.
	Be a good online, citizen and friend. Articulate what constitutes good behaviour online. Find and cite the web address for any information or resource found online.
	Describe how to check for and spot inaccurate data. Know which formulas to use to change a spreadsheet model.

Create data collection forms and enter data from these accurately. Make graphs from the calculations on their own spreadsheet.

Subject		Skills	Knowledge and Understanding	
Design and Technology	Planning	Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross sectional diagrams and modelling, recognising that ideas have to meet a range of needs.	Knowledge	Describe design features in the context of the culture or society in which a product has been designed or made.
		Use CAD and CAM packages to suggest alternative design ideas and explain their ideas and intentions.		Describe how technology has influenced designs of existing products.
		Work from own detailed plans, modifying them when appropriate.		
		Research the work done by textile artists and say what they like about a piece, identifying the techniques and materials used in creating it and the aesthetic value.		

		Investigate the design features (including identifying components or ingredients) of a familiar existing product in the context of the cultures or society in which it was designed or made.
	Making	Name and select appropriate tools for a task and use them with precision.
		Select and combine materials with precision.
		Select and name appropriate tools for specific jobs and demonstrate how to use them safely.
		Recycle, repair and mend old clothes/tools and explain why this is a good idea.
		Create a 3D product using a range of materials and sewing techniques.
		Combine materials with temporary or fixed joints.
		Cut safely and accurately to a marked line.
		Use a glue gun with close supervision.
		Build a framework using a range of materials to support mechanisms.
		Use cams or gears in their products.
		Build models incorporating switches to turn on and off.
		Monitor and control more than one output, in response to changes.
		Combine food ingredients appropriately e.g. kneading, rubbing and mixing.
	Evaluate meals and consider if they contribute towards a balanced diet.	
Explain what time of year particular food are in season.		
Evaluation	Test and evaluate products against a detailed design specification and make adaptations as they develop the product.	
	Create a timeline to sequence the development of a design overtime and describe how technology has influenced it.	
Subject	Skills	Knowledge and Understanding
Geography	Produce own scaled maps.	Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.
	Compare land use and geographical features on different types of maps.	Name and locate countries and cities of the United Kingdom. Identifying the human and physical characteristics.
	Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies.	Describe and explain similarities and differences (human and physical) of a region of a European country and a region or area within North or South America.
	Ask and answer geographical questions using correct geographical vocabulary.	Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.
	Use search engines, index, contents and other research techniques to locate and interpret information.	Describe how physical and human processes give a continent its unique characteristics.

	Use four and six figure grid references to locate features on a Ordnance survey or world map.	Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.
	Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.	Describe how weather and climate effects land use and food production.
	Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue.	Recognise and describe the physical and human features of places, appreciating importance of wider geographical location in understanding places.
	Explain what physical and human processes may have occurred in a place by studying an aerial image of it.	Explain how things change by referring to the physical and human features of the landscape.
		Discuss and comment on a range of views people hold about environmental interaction and change.
Subject	Skills	Knowledge and Understanding
History	Make connections between two periods of history, to begin to develop historical perspective.	Describe how a significant individual or movement has influenced the UK or wider world. Explain why people acted the way they did e.g. why Henry VIII married many times in order to produce a heir to the throne.
	Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).	
	Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	
	Use a range of history resources to describe how an event affected a local town or village.	
	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.	
	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.	
	Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.	
	Follow independent lines of enquiry and make informed responses based on this.	
Subject	Skills	Knowledge and Understanding
Music	Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.	Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods of history.
	Improvise and notate musical phrases to develop composition.	
	Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.	
	Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.	
	Maintain a more complex part within an ensemble (sing in a round or use harmony).	
	Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (lengths of notes and intervals).	
	Perform from simple notation on tuned/untuned instruments.	

