



## Year 5 Objectives

| Subjects    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2 |
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| English     | <a href="#">See English curriculum</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |
| Mathematics | <a href="#">See maths curriculum</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |
| Science     | <b>Animals, including humans</b><br>Changes as humans develop to old age<br><b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>✓ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>✓ describe the life process of reproduction in some plants and animals</li> </ul> <b>Forces (water)</b> <ul style="list-style-type: none"> <li>✓ Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</li> <li>✓ Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.</li> </ul> |          | <b>Properties and changes of materials</b> <ul style="list-style-type: none"> <li>✓ Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>✓ Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>✓ Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>✓ Give reasons based on evidence from comparative and fair tests, for the uses of everyday materials, including wood, metals and plastic.</li> <li>✓ Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>✓ Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul> |          | <b>Earth and Space</b> <ul style="list-style-type: none"> <li>✓ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>✓ Describe the movement of the Moon relative to the Earth</li> <li>✓ Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>✓ Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <b>Forces (space)</b> <ul style="list-style-type: none"> <li>✓ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>✓ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul> |          |
| Computing   | <b>How does the internet work (including E-safety)</b> <ul style="list-style-type: none"> <li>✓ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>✓ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>                             |          | <b>E-safety</b> <ul style="list-style-type: none"> <li>✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <b>Digital design (Web design)</b> <ul style="list-style-type: none"> <li>✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |          | <b>Presenting data</b> <ul style="list-style-type: none"> <li>✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <b>Coding</b> <ul style="list-style-type: none"> <li>✓ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>✓ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>                                                           |          |

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|           | <b>Digital design (App design)</b> <ul style="list-style-type: none"> <li>✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>✓ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> |
| History   | <ul style="list-style-type: none"> <li>✓ The Roman Empire and its Impact on Britain.</li> <li>✓ Early Civilizations achievements – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. Ancient Greece.</li> </ul>                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                  |
| Geography |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>✓ locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>✓ understand geographical similarities and differences through the study of human and physical geography of a region or area of the UK and a European country (Greece).</li> <li>✓ describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle</li> <li>✓ describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li> <li>✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>✓ 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.</li> </ul> |                                                                                                                                                                                  |
| RE        | <ul style="list-style-type: none"> <li>✓ consider the beliefs, teachings, practices and ways of life central to religion learn about sacred texts and other sources and consider their meanings</li> <li>✓ begin to recognise diversity in religion and non religion, learning about similarities and differences both within and between religions, beliefs non-religious worldviews and the importance of dialogue between them.</li> <li>✓ extend the range and use of specialist vocabulary</li> <li>✓ recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                  |

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|      | <ul style="list-style-type: none"><li>✓ communicate their ideas, recognising other people’s viewpoint</li><li>✓ consider their own beliefs and values, and those of others, in the light of their learning in religious education</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| RSHE | <a href="#">See relationships curriculum</a><br><a href="#">See physical health and mental wellbeing curriculum</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| PE   | <b>Health &amp; Fitness / Orienteering</b> <ul style="list-style-type: none"><li>✓ develop flexibility, strength, technique, control and balance</li><li>✓ take part in outdoor and adventurous activity challenges both individually and within a team</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Games: Hockey</b> <ul style="list-style-type: none"><li>✓ use running, jumping, throwing and catching in isolation and in combination</li><li>✓ play competitive games, modified where appropriate</li></ul> | <b>Games: Netball &amp; basketball</b> <ul style="list-style-type: none"><li>✓ use running, jumping, throwing and catching in isolation and in combination</li><li>✓ play competitive games, modified where appropriate</li></ul> | <b>Games: Tag rugby</b> <ul style="list-style-type: none"><li>✓ use running, jumping, throwing and catching in isolation and in combination</li><li>✓ play competitive games, modified where appropriate</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Games: Cricket and rounders</b> <ul style="list-style-type: none"><li>✓ use running, jumping, throwing and catching in isolation and in combination</li><li>✓ play competitive games, modified where appropriate</li></ul> | <b>Athletics</b> <ul style="list-style-type: none"><li>✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li><li>✓ use running, jumping, throwing and catching in isolation and in combination</li><li>✓ develop flexibility, strength, technique, control and balance through athletics</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| DT   | <b>Design</b> <ul style="list-style-type: none"><li>✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li><li>✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul> <b>Make</b> <ul style="list-style-type: none"><li>✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>✓ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul> <b>Evaluate</b> <ul style="list-style-type: none"><li>✓ investigate and analyse a range of existing products</li><li>✓ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>✓ understand how key events and individuals in design and technology have helped shape the world</li></ul> <b>Technical knowledge</b> |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                   | <b>Design</b> <ul style="list-style-type: none"><li>✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li><li>✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul> <b>Make</b> <ul style="list-style-type: none"><li>✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>✓ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul> <b>Evaluate</b> <ul style="list-style-type: none"><li>✓ investigate and analyse a range of existing products</li><li>✓ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>✓ understand how key events and individuals in design and technology have helped shape the world</li></ul> |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              | <b>Design</b> <ul style="list-style-type: none"><li>✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li><li>✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul> <b>Make</b> <ul style="list-style-type: none"><li>✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>✓ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul> <b>Evaluate</b> <ul style="list-style-type: none"><li>✓ investigate and analyse a range of existing products</li><li>✓ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>✓ understand how key events and individuals in design and technology have helped shape the world</li></ul> <b>Technical Knowledge</b> |

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|                | <ul style="list-style-type: none"> <li>✓ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>✓ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> | <ul style="list-style-type: none"> <li>✓ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>✓ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> |
| Art and Design | <ul style="list-style-type: none"> <li>✓ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>✓ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>✓ taught about great artists, architects and designers in history.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                                                                                                               |
| Music          | <ul style="list-style-type: none"> <li>✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>✓ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>✓ listen with attention to detail and recall sounds with increasing aural memory</li> <li>✓ use and understand staff and other musical notations</li> <li>✓ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>✓ develop an understanding of the history of music.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                              |                                                                                                                                                                                                                                                                               |
| MFL            | <ul style="list-style-type: none"> <li>✓ listen attentively to spoken language and show understanding by joining in and responding</li> <li>✓ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>✓ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>✓ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>✓ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>✓ present ideas and information orally to a range of audiences</li> <li>✓ read carefully and show understanding of words, phrases and simple writing</li> <li>✓ appreciate stories, songs, poems and rhymes in the language</li> <li>✓ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>✓ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>✓ describe people, places, things and actions orally and in writing</li> <li>✓ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> |                                                                                                                                                                              |                                                                                                                                                                                                                                                                               |