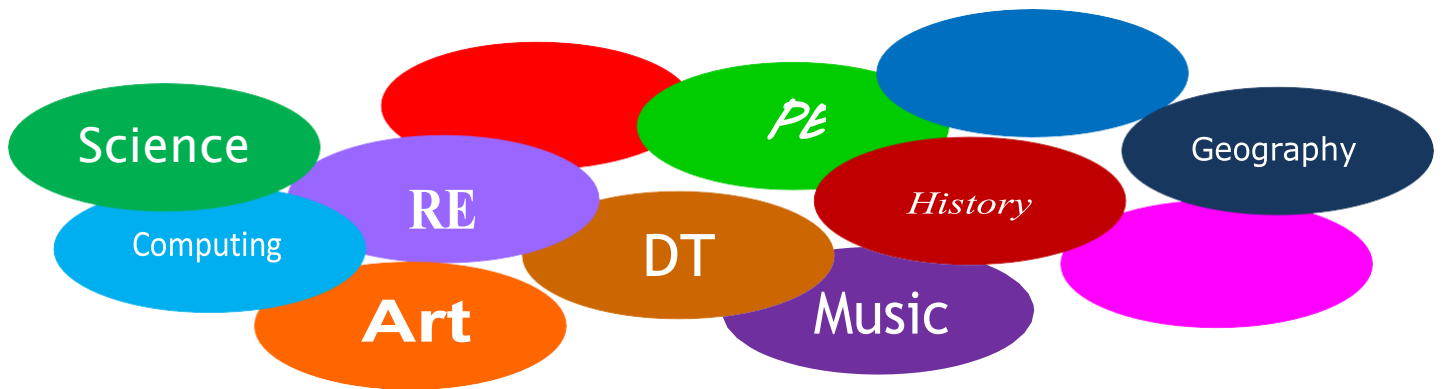


# Age-related expectations

## Year Five



In the tables below, you'll find a list of **end of year** expectations for...



We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

We use the following terms to help us think about our curriculum:

### **Core skills**

Stemming from English and Maths, the skills of oral and written communication and the application of maths are central to life and central to learning. English and Maths are taught as discrete subjects whilst Science and the foundation subjects are usually taught as part of a topic.

### **Health and SMSC**

Holy Trinity CE Primary is a happy and healthy place to learn. We want to promote, through topics and in lots of other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**

At Holy Trinity CE Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

# Science

## Science

### Working scientifically

Can your child plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?

Can your child identify scientific evidence that has been used to support or refute ideas or arguments?

Can your child take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?

Can your child use test results to make predictions to set up further comparative and fair tests?

Can your child record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?

Can your child report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written form such as displays and other presentations?

# History

## History

Can your child draw a timeline with different time periods outlined which shows different information such as periods of history, when famous people lived, etc?

Can your child create timelines which outline the development of specific features, such as medicine, weaponry, transport etc?

Does your child understand the differences between AD and BC?

Can your child make comparisons between historical periods, explaining things that have changed and things which have stayed the same?

Is your child aware of the immigration and emigration which has led to the multi-cultural society of today's UK (eg the development of the British Empire, the Windrush)?

Does your child have a good understanding as to how a particular theme (eg entertainment, houses and homes or medicine) has changed over the years?

Can your child investigate how an aspect or theme has changed over time in the local area?



### Examples of additional challenge

Can your child begin to appreciate that how we make decisions has been through Parliament for some time?

Does your child appreciate how major events have impacted on British History and life today (eg plagues and the development of sanitation; World Wars and immigration)?

Can your child debate about an historical issue (eg was the British Empire a good thing)?

# Geography

## Geography

Does your child have an understanding of the British Isles (ie the physical geography, including its surrounding islands) and the United Kingdom (ie the political geography)?

Can your child name and locate UK counties, cities and other locations using an atlas, map and digital mapping, with awareness of land-use patterns over time?

Does your child know the position and significance of latitude and longitude?

Is your child aware of different time zones?

Can your child compare a region in the UK with a region in North or South America?

Does your child show some understanding of human geography (eg economic activity, trade links, distribution of natural resources) and physical geography (eg climate zones, biomes, vegetation belts)?

Can your child use four and six figure grid references?

Can your child use fieldwork to answer questions about the local area using a range of methods?

### Examples of additional challenge

Can your child plan a journey to a place in another part of the world, taking account of distance and time?

Can your child report on ways in which humans have both improved and damaged the environment?

Can your child begin to recognise the climate for a given country according to its location on the map?

# Art and Design

## Art and design

Can your child explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles)?

Showing increasing knowledge, confidence and experiences, can your child investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?

Can your child combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions?

Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?

Using ideas from the points above, can your child design and make images / artefacts for different purposes?

Can your child adapt and improve their own work to realise their intentions?

Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?

Does your child show some awareness of design in the world around them eg architecture, graphic design?

# Design and Technology (DT)

## Design and technology (DT)

Can your child research design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at a particular audience?

Can your child generate, develop and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams?

When making, can your child select from and use a wider range of tools and equipment to perform practical tasks? (eg cutting, shaping, joining, finishing)

When making, can your child select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their functional properties?

Can your child investigate and analyse existing products?

Can your child evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?

Can your child understand how individuals in design and technology have helped make our lives easier?

Can your child begin to use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages)?

Can your child begin to apply their understanding of computing to program their products?

When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies)

When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)



# Music

## Music

While performing by ear and from simple notations, can your child maintain their own part?

Can your child improvise melodic and rhythmic phrases?

Can your child compose by developing ideas within musical structures?

Can your child review and evaluate different music, including music from different periods and cultures, with reference to specific musical features eg pitch, tempo, structure?

Does your child show some awareness of music in the world around them eg advertising, film trailers?

Can your child contrast the work of famous composers and show preferences?

# Physical Education (PE)

## Physical education (PE)

Can your child perform to an accompaniment expressively?  
Does your child show clarity, fluency, accuracy and consistency?  
Can your child independently combine and perform actions, shapes and balances?  
Can your child create more complex sequences that demonstrate control, agility and flexibility?  
Is your child beginning to consistently select the right shots or tactics to be successful in a game?  
Can your child use a variety of techniques to pass, dribble, shoot and hit?  
Is your child able to say why activity is good for health, fitness and well-being?  
Can your child warm up independently?  
Does your child use appropriate words when evaluating and improving own and others' work?

# Religious Education (RE)

## Religious education (RE)

Use Discover RE/Understanding Christianity

# Computing

## Computing

Use Herts Scheme of Work

