

Year 5 curriculum objectives

History	Geography	Art & Design	DT	Computing	MFL
Know key dates, characters and events of time studied.	Identify the position and significance of latitude and longitude and the Greenwich Meridien.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Generate ideas through brainstorming and identify a purpose for their product.	Select, use and combine a variety of software.	Listen attentively to spoken language, showing understanding by joining in and responding.
Identify where periods I have studied fit within a chronological framework.	Make links with Science- time zones, night & day.	Create imaginative work from a variety of sources, including independent research.	Plan the order of their work, choosing appropriate materials, tools and techniques	Understand the implications of uploading information to the internet.	Develop accurate pronunciation & intonation, so others understand.
	Use 4 figure co-ordinates to locate features on a map.				
Use appropriate terms, matching dates to people and events.	Extend to 6-figure grid references with teaching of latitude and longitude in depth.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.	Select appropriate materials, tools and techniques.	Understand the internet as a computer network.	Read carefully and show understanding of words, phrases and simple writing.
Use a range of sources to find out about an aspect of a society or period.	Linking with History, compare land use maps of UK from the past with the present.	Choose appropriate paint, paper and implements to adapt and extend their work.	Use skills in using different tools and equipment safely and accurately.	Design, write and debug complex programs to create a finished outcome.	Appreciate stories, songs, poems and rhymes in the language.
Plan and carry out individual and group investigations.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use a range of media to create collage.	Evaluate products against the original design specification, identifying strengths and areas for development, and carrying out appropriate tests.	Use logical reasoning to create and predict the results of an algorithm.	I can recall some numbers, colours and key phrases in another language
Offer some reasons for different versions of events.					
Consider ways of checking the accuracy of interpretations.	Compare a region in UK with a region in N. or S. America with significant differences and similarities.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them and describe how they might develop it further.	Apply the rules for basic food hygiene and other safe practices. e.g. hazards relating to the use of ovens.	Use formulae on a spreadsheet to investigate mathematical models.	Repeat a short rhyme from another language
Recognise primary and secondary sources.			Weigh and measure accurately (time, dry ingredients, liquids).	Identify opportunities for data logging and carry out experiments.	
Study a non-European society that provides contrasts with British history -Mayan civilization c. AD 900.	Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	To be expressive and analytical to adapt, extend and justify their work.			
Use a variety of ways to communicate knowledge and understanding including extended writing.	Describe and understand key aspects of physical geography including volcanoes and earthquakes, plate tectonics and the ring of fire.				

Visitor assemblies/workshops & PHSE assemblies

NSPCC assembly 10 th September	NSPCC workshop 17 th September	Black History Month 3 rd October	Diwali class assembly 5 th October	Bonfire Night assembly 5 th November
Anti-bullying Week 10 th November	Remembrance 11 th November	Children in Need 15 th November	Holocaust Memorial Day 27 th January	Safer Internet Day 11 th February
International Women's Day 6 th March	Purim assembly 9 th March	Sport Relief 18 th March	Easter Bonnet assembly 31 st March	Autism Awareness Day 2 nd April
St George's Day 23 rd April	RSPCA Week 1 st May	UNICEF Day for Change May tbc	Parkfield Literary Festival 19 th May	World Environment Day 5 th June

Personal Development

PHSE lesson	Visitor assembly/workshop	No Outsiders for a Faith	RSE	My Happy Mind	Across the curriculum
PHSE assembly	NSPCC assembly	Community		Rights Respecting	
Health & Wellbeing (Autumn)		Relationships (Spring)		Living in the Wider World (Summer)	
Recognise when they need help and to develop the skills to ask for help		Know the difference between, and the terms associated with, sex, gender identity and sexual orientation		Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
Develop strategies for keeping physically safe including road safety and safety in the environment (including rail, water and fire safety)		Recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others' point of view		Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	
Make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'		Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership		Research, discuss and debate issues, problems and events that are of concern to them and offer recommendations to appropriate people	
Understand what is meant by the term 'habit' and why habits can be hard to change		Explore prejudice and discrimination		Consider the lives of people living in other places, and people with different values and customs	
Critically examine what is presented to them in social media and why it is important to do so		Consider responses to racist behaviour		To learn from our past	
Explore the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)		To choose to help		Know that ideas can change	
Explore what positively and negatively affects their physical, mental and emotional health		Understand that their actions affect themselves and others		Realise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	
Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals		Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support			
First aid Asthma, bruising (minor), burns and scalds, chest pains, choking, poisons, and shock.		Work collaboratively towards shared goals			
		Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (.including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)		Explore how their body will, and their emotions may, change as they approach and move through puberty	

British Values

Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance
UK Parliaments & Voting Systems	Law Making and Enforcing	Body Image and the Media	Challenging Discrimination
UK Parliament assembly/workshop tbc The devolved assemblies Constituencies & MPs Electoral systems - first past the post & PR	That the law applies to everyone equally The difference between the two types of law (Criminal and Civil) How courts work & why there are different courts. The consequences if someone breaks the law The age of criminal responsibility (10 years)	https://mediasmart.uk.com/body-image-9-11/?utm_medium=website&utm_source=edcoms&utm_campaign=Sept2016_PSHE_edcoms&utm_content=resources	Covered by No Outsiders for a Faith Community