Skills Progression: Year 5

Essential Skills and Competencies



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| **VGP (spelling not included)** | | | | |
| **Word** | Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate; –ise; –ify) **Verb prefixes** (e.g. dis–, de–, mis–, over– and re–) | | | |
| **Sentence** | **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) | | | |
| **Text** | Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) | | | |
| **Punctuation** | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | | | |
| **Terminology** | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | |
| **Science** | | | | |
| **Working scientifically** | To use the following practical scientific methods, processes and skills | | | |
| **Questioning, enquiring, planning** | Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. Begin to recognise more abstract ideas & begin to recognise how these ideas help them to understand how the world operates. Begin to recognise scientific ideas change & develop over time. Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry | | | |
| **Observing, measuring, pattern seeking** | Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings. Begin to identify patterns that might be found in the natural environment. Begin to make their own decisions about what obs to make, what measurements to use and how long to make them for and whether to repeat them. Begin to choose the most appropriate equipment and explain how to use it accurately. Begin to interpret data and find patterns. Select equipment on my own. Can make a set of observations and say what the interval and range are. Accurate and precise measurements – Graphs – pie, line, bar | | | |
| **Investigating** | Begin to use test results to make predictions to set up further comparative and fair tests. Recognise when & how to set up comparative and fair tests and explain which variables need to be controlled and why. Suggest improvements to my method and give reasons. Decide when it is appropriate to do a fair test. | | | |
| **Recording and reporting** | Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Report and present findings from enquiries. Decide how to record data from a choice of familiar approaches. Can choose how best to present data. | | | |
| **Identifying, grouping & classifying** | Begin to use and develop keys and other information records to identify, classify and describe living things and materials. | | | |
| **Research** | Begin to recognise which secondary sources will be most useful to research their ideas. | | | |
| **Conclusions** | Beginning to report and present findings from enquiries, include conclusions, causal relationships & explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Begin to draw conclusions based on their data & observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Begin to use test results to make predictions to set up further comparatives and fair tests. Begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. Use their results to identify when further tests and observations are needed. Begin to separate opinion from fact. Begin to draw conclusions and identify scientific evidence. Can use simple models. Know which evidence proves a scientific point. Begin to use test results to make predictions to set up further comparative and fair tests. | | | |
| **Vocabulary** | Beginning to: Read, spell and pronounce scientific vocabulary correctly. Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas. Confidently use a range of scientific vocabulary. Use conventions such as trend, rogue result, support prediction and -er word generalisation. Use scientific ideas when describing simple processes. Am beginning t0 use the correct science vocabulary | | | |
| **Understanding** | Beginning to talk about how scientific ideas have changed over time. Explain the positive and negative effects of scientific development.  See how science is useful in everyday life. Say which parts of our lives rely on science. | | | |
| **PSHE** | | | | |
| **New Beginnings**  **Wk 1-3 Autumn 1** | Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules. Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges. Express their views confidently, and listen to and show respect for the views of others | | | |
| **Global citizenship**  **Autumn 1 Weeks 4-6** | Understand what democracy is, and about the basic institutions that support it locally and nationally. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society. Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment | | | |
| **Getting on and falling out**  **Autumn 2 Weeks 1-3** | Demonstrate respect and tolerance towards others, resolve differences, and begin to recognise how to support others to resolve differences, by looking at alternatives, making decisions and explaining choices | | | |
| **Say no to bullying**  **Autumn 2 Weeks 4-6** | Describe the nature and consequences of bullying, and express ways of responding to it Develop appropriate responses to negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities | | | |
| **RSE**  **Spring 1 Weeks 1-6** | My Feelings | Anticipate how their emotions may change as they approach and move through puberty | | |
| My Body | Anticipate how their body may change as they approach and move through puberty | | |
| My Relationships | Identify relationships and recognise the skills to manage and maintain healthy relationships | | |
| My Beliefs | Know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying | | |
| My Rights and Responsibilities | Have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission | | |
| Asking for help | Have considered how to manage accidental exposure to explicit images and unpsetting online material, including who to talk to about what they have seen | | |
| **Personal Citizenship**  **Spring 2 Weeks 1-3** | Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money | | | |
| **Good to be me/emotional well being**  **Spring 2 Weeks 4-6** | Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being. To be aware of the responsibilities and hazards of social media. Explore how the media present information | | | |
| **Staying Healthy**  **Summer 1 Weeks 1-3** | Make choices about how to develop healthy lifestyles | | | |
| **Keeping myself safe**  **Summer 1 Weeks 4-6** | List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations | | | |
| **Our community**  **Rights & responsibilities**  **Summer 2 Weeks 1-6** | Research, discuss and debate topical issues, problems and events. Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices | | | |
| **History** | | | | |
| **Chronological Understanding** | Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period. Identifies changes within and across historical periods. | | | |
| **Knowledge and understanding of past events, people and changes in the past** | Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. | | | |
| **Historical interpretation** | Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others | | | |
| **Historical Enquiry** | Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. | | | |
| **Organisation and Communication** | Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience | | | |
| **Geography** | | | | |
| **Location knowledge** | Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day | | | |
| **Place knowledge** | Compare a region in UK with a region in N. or S. America with significant differences and similarities. | | | |
| **Human and Physical Geography** | Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe. Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History. | | | |
| **Geographical Skills and Fieldwork** | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | |
| **Art** | | | | |
| **Generic Skills** | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. | | | |
| **Drawing** | Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.  Identify artists who have worked in a similar way to their own work. **Lines, Marks, Tone, Form & Texture:** Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. **Perspective and Composition** Begin to use simple perspective in their work using a single focal point and horizon.Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.Show an awareness of how paintings are created ie. Composition | | | |
| **Painting** | Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. **Colour**: Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours | | | |
| **Printing** | Create printing blocks by simplifying an initial sketch book idea; Use relief or impressed method; Create prints with three overlays; Work into prints with a range of media e.g. pens, colour pens and paints | | | |
| **Textiles** | Use fabrics to create 3D structures; Use different grades of threads and needles; Experiment with batik techniques; Experiment with a range of media to overlap and layer creating interesting colours and textures and effects | | | |
| **3D & sculpture** | Shape, form, model and construct from observation or imagination; Use recycled, natural and man‐made materials to create sculptures; Plan a sculpture through drawing and other preparatory work; Develop skills in using clay inc. slabs, coils, slips, etc; Produce intricate patterns and textures in a malleable media | | | |
| **Collage** | Add collage to a painted, printed or drawn background; Use a range of media to create collages; Use different techniques, colours and textures etc when designing and making pieces of work; Use collage as a means of extending work from initial ideas | | | |
| **Digital media** | Record, collect and store visual information using digital cameras, video recorders; Present recorded visual images using software e.g. Photostory, PowerPoint; Use a graphics package to create and manipulate new images; Be able to Import an image (scanned, retrieved, taken) into a graphics package; Understand that a digital image is created by layering; Create layered images from original ideas (sketch books etc.) | | | |
| **Music** | | | | |
| **Controlling sounds through singing and playing (performing)** | Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory. | | | |
| **Creating and developing musical ideas (composing)** | Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (raps- structure). Identify where to place emphasis and accents in a song to create effects (duration). | | | |
| **Responding and reviewing (appraising)** | Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music. | | | |
| **Listening and applying knowledge and understanding** | Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read/ work out the musical stave. Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures. | | | |
| **PE** | **Statutory Requirements** | | **Skills** | |
| **Games and Activities** | Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) (*tag rugby, football, basketball)* Work alone or with team mates in order to gain points or possession (*basketball, football)* Strike a bowled or volleyed ball with some accuracy (*tennis, cricket, rounders, football). C*hoose appropriate tactics for a game (*football, basketball)*  Uphold the spirit of fair play and respect in all competitive situations (*football, tag rugby)* | |
| **Dance** | Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Compose creative and imaginative dance sequences; Express an idea in original and imaginative ways | |
| **Gymnastics** | Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Create complex and well executed sequences that include a range of movements: travelling; balances; swinging; bending; stretching; twisting; gestures; linking shapes. Link sequences of movements effectively. Practice and refine gymnastic techniques. Demonstrate good kinaesthetic awareness | |
| **Athletics** | Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Combine sprinting with low hurdles over 60m. Throw accurately and refine performance by analysing technique and body shape (*cricket, rounders, athletics).* Compete with others and keep track of personal best performances, setting targets for improvement | |
| **Swimming** |  | |  | |
| **Outdoor and Adventurous Activities** | Take part in outdoor and adventurous activity challenges both individually and within a team | |  | |
| **French** | | | | |
| **Listening** | Understand the main points from a spoken passage made up of familiar language – e.g. short rhyme or song, basic telephone message, weather forecast | | | |
| **Speaking** | Ask and answer simple questions varying vocabulary– e.g. taking part in an interview/survey about pets/favourite food, talking to a friend about hobbies. Talk about personal interests, and express an opinion. Take part in a simple conversation selecting appropriate phrases. Know how to pronounce a range of letter strings. Be clearly understood and use increasingly accurate pronunciation | | | |
| **Reading** | Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email. Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words. | | | |
| **Writing** | Write short sentences using vocabulary already learnt – e.g. presentation on self; discuss location. Spell commonly used words correctly.  Spell words that are readily understandable. | | | |
| **Intercultural Understanding** | Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country. Talk about, discuss and present information about a particular country’s culture. | | | |
| **RE** | **Learning about religions** | | | **Learning from religions** |
| **Thinking about religion and belief** | N/A | | | Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed. |
| **Enquiring, investigating and interpreting** | N/A | | | Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts. |
| Discovery RE: enquiry questions | | | | |
| Autumn 1 | How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone’s life? | | | |
| Autumn 2 | Is the Christmas story true? Do sacred texts have to be ‘true’ to help people understand their religion? | | | |
| Spring 1 | Are Sikh stories important today? Do sacred texts have to be ‘true’ to help people understand their religion? Is religion the most important influence and inspiration in everyone’s life? | | | |
| Spring 2 | Did God intend Jesus to be crucified and if so was Jesus aware of this? Do sacred texts have to be ‘true’ to help people understand their religion? | | | |
| Summer 1 | What is the best way for a Sikh to show commitment to God? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? | | | |
| Summer 2 | What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship  help people to feel closer to God or their faith community? | | | |
| **Computing** |  | | | |
| **Generic Skills** | Most children will: be able to choose an appropriate program to perform a task; be able to combine and refine information from various sources; interpret and question the plausibility of information; have experience of a range of ICT equipment and software; describe and discuss their work and explain how and why they have used ICT; annotate their work samples using prompt questions; use appropriate ICT vocabulary | | | |
| **Graphics and digital video** | Most children will: use a wider range of tools within an art package as necessary; continue to manipulate images using an art package or other software; begin to evaluate when it is appropriate to use an art package and when another medium would be more suitable continue to use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose | | | |
| **Sound** | Most children will: continue to use cassette recorders / Dictaphones/sound buttons as appropriate; continue to use the sound files in other applications; use more sophisticated music software to plan, create, evaluate, edit and play their own compositions | | | |
| **Multimedia** | Most children will: design and create a presentation or digital film eg to show other pupils what they did on a school trip; evaluate the suitability of the presentation for the given audience; make changes to the presentation to make it more suitable for the audience | | | |
| **Word processing and email** | Most children will: use and practise their word processing skills in a range of contexts; use email as a communication tool to collaborate with other pupils eg to work together on a project; send a picture or document as an attachment; know that files can be send via email as attachments; know that email can be sent or copied to more than one person; know that an email can be forwarded to another person; begin to be aware that computer viruses can be sent via email; be aware of email safety rules | | | |
| **Control and logo** | Most children will: use on-screen control software to plan, create and run a set of instructions to make eg to change the traffic lights  evaluate and edit the set of instructions to make a more efficient system; predict the outcome of a control procedure; be aware of control applications in everyday life eg automatic doors, robots in car factories, automatic security lights; create patterns using repeated simple procedures; test, modify and improve Logo patterns; explore the effect of changing a variable within a procedure; predict the effect | | | |
| **Data Logging** | Most children will: be aware of other sensors that can be used eg light sensor, sound sensor, pulse monitor; be able to interpret the data from the sensing device; use sensing devices eg in their science experiments | | | |
| **Research** | Most children will: with support, use a more complex search engine to find information on the Internet; use AND and OR in their searches; with support, check the accuracy of information; begin to be aware of privacy and other issues related to using the Internet | | | |
| **Data Handling** | Most children will: carry out more complex searches on more complex prepared databases eg be able to answer complex questions such as – Did all the minibeasts in a particular habitat have the same diet?; use AND and OR in their searches; identify datahandling opportunities, set up a datafile and enter data; check for validity and amend errors; use the datafile to answer complex questions | | | |
| **Spreadsheets** | Most children will: be able to set up a spreadsheet with appropriate headings; be able to use a simple formula eg SUM; use a spreadsheet to investigate eg cost of foods / drinks. Which is the best value drink? | | | |
| **Design and technology** |  | | | |
| **Developing, planning and communicating ideas** | Generate ideas through brainstorming and identify a purpose for their product; Draw up a specification for their design; Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail; Use results of investigations, information sources, including ICT when developing design ideas | | | |
| **Working with tools, equipment, materials and components to make quality products (inc-food)** | Select appropriate materials, tools and techniques; Measure and mark out accurately; Use skills in using different tools and equipment safely and accurately; Weigh and measure accurately (time, dry ingredients, liquids); Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens; Cut and join with accuracy to ensure a good-quality finish to the product | | | |
| **Evaluating processes and products** | Evaluate a product against the original design specification; Evaluate it personally and seek evaluation from others | | | |