



Binstead Primary School

Year 5 Curriculum



Subject	Autumn Term	Spring Term	Summer Term
Science	<p style="text-align: center;">Living Things and their Habitats</p> <p>I can describe the differences in the life cycles of a mammal, amphibian, insect and a bird. I can describe the life process of reproduction in some plants of animals. I can sort animals according to their classification. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals Reproduce and grow.</p> <p style="text-align: center;">Animals inc Humans</p> <p>I can describe the changes as humans develop to old age. They might research the gestation periods of other animals and compare them with humans; find out and record the length and mass of a baby as it grows.</p> <p style="text-align: center;">Forces</p> <p>I can explain that unsupported objects fall towards earth because of gravity. I can identify the effects of air and water resistance, friction when they act between moving surfaces. I can recognise that some mechanisms allow a small force to have a greater effect</p>	<p style="text-align: center;">Earth and Space</p> <p>I can describe the movement of the Earth and other planets relative to the sun in our solar system. I can describe the movement of the moon relative to the earth. I can describe the Sun, Earth and Moon as approximately spherical objects. I can use the idea of the Earth’s rotation to explain night and day and the apparent movement of the sun across the sky.</p> <p style="text-align: center;"><u>Working Scientifically (Forces revisit)</u></p> <p>Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p> <p>Scientist Link: Changing theories about space over time, such as Heliocentric VS Geocentric theories (Ptolemy, Alhazen, Copernicus) Kepler (developed theory planets move in an oval shape) Margaret Hamilton (worked for Nasa, wrote the computer code for spacecraft to navigate from Earth to the moon, enabling first moon landing)</p>	<p style="text-align: center;">Properties and Changes of Materials</p> <p>I can compare and group materials based on their properties, including hardness, solubility, transparency, conductivity and magnetism. I know that some materials will dissolve in a liquid and describe how to recover a substance from a solution. I can use my knowledge of SLG to decide how to separate materials through filtering, sieving and evaporating. I can give reasons for the uses of everyday materials using evidence I have collected to support my reasons. I can demonstrate that dissolving and mixing and changes of state are reversible. I can explain that some changes result in the formation of a new material and this is usually not reversible.</p> <p>Pupils might work scientifically by: carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of</p>



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Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

Scientist Link: David Attenborough (naturalist & animal behaviourist)
Isaac Newton (theory of gravitation)
Eva Crane (studied life cycle of bees)

new materials such as polymers, super-sticky and super-thin materials.

Scientist link: Stephanie Kwolek (invented Kevlar, used in cars and bulletproof vests still used by police & armed forces)

Working Scientifically

- I can plan different types of scientific enquiry to answer questions and recognise and control the variables
- I can take measurements with increasing accuracy and precision; repeating readings when appropriate.
- I can record data and results using diagrams, labels, keys, tables, scatter, bar and line graphs.
- I can use test results to make predictions and to set up further comparative and fair tests.
- I can report and present findings from enquiries in written or oral form and in terms of presentations.
- I can identify and use evidence to support or refute ideas.



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Geography	<p style="text-align: center;">Human/Locational – Tourism (IOW)</p> <p>I can locate key towns and features of the Isle of Wight. I can label the key parts of a world map independently. I can locate counties of England. I can explain that people have different viewpoints on the same issue and why those views exist. I can use what I have learned to develop my own viewpoint and explain why I hold that viewpoint. I can collect evidence to show whether a town is thriving or in economic decline. I can explain how Sandown has changed over time and offer reasons to explain why these changes have occurred. I can explain the word tourism and recognise if a locality is built around tourism using the features I see. I can provide reasons why I think that tourism on the IOW may be in decline when compared with other localities. I can carry out surveys on an environmental issue. I can carry out land use surveys and explain why differences in land use may occur. I can explain what physical and human features a locality has and explain why the features may be present.</p> <p><u>Fieldwork</u></p> <p>Collect evidence to show whether the town is in economic decline, land use surveys, physical and human features, surveys on an environmental issue</p>	<p style="text-align: center;">Human – Fair Trade</p> <p>I can compare localities in two different places – explaining how they are similar and different, as well as why I think these occur. I can use an atlas to locate countries that the UK imports from. I can explain why warm countries can grow and export certain products. I can explain the idea of fair trade and why it is important to support the idea. I can use 4 and 6 figure grid references to locate features on a map. I can carry out my own investigations to find the answer to a geographical question.</p>	<p style="text-align: center;">Physical – Rivers</p> <p>I can use an atlas to locate world rivers and the countries that the river flows through. I can identify the key parts of a river and provide an explanation of what they are and how they are formed. I can explain the process of erosion and deposition. I can explain how erosion and deposition can affect people. I can make predictions about the features of rivers in other countries and explain why I think they will be present. I can measure the depth, speed and width of a river I study. I can draw and label my own sketch of a meander.</p> <p><u>Fieldwork</u></p> <p>Identifying the key parts of a river, labelled sketches, measuring depth, speed and width of a river</p>



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History	<p style="text-align: center;">Ancient Egypt</p> <p>I can use Yr 1 – 4 words +era, period.</p> <p>I can split a timeline into centuries and place periods studied in the correct place.</p> <p>I can organise dates from a period studied correctly on my own timeline.</p> <p>I can select my own evidence from sources to describe life in periods I am studying.</p> <ul style="list-style-type: none"> ● Houses/settlements ● Culture/leisure ● Rich/poor ● Religious beliefs ● Clothing ● Political change <p>I can explain that ancient civilisations had similar and different aspects to our lives today.</p> <p>I can write from two different perspectives about the same event and explain why people would hold differing views about the same event.</p> <p>I can ask, research and answer my own questions about the past.</p> <p>can explain the need to find sources that corroborate.</p> <p>I can empathise with a historical figure.</p> <p>I can find a range of sources that corroborate each other.</p>	<p style="text-align: center;">Ancient Egypt</p> <p>I can use Yr 1 – 4 words +era, period.</p> <p>I can split a timeline into centuries and place periods studied in the correct place.</p> <p>I can organise dates from a period studied correctly on my own timeline.</p> <p>I can select my own evidence from sources to describe life in periods I am studying.</p> <ul style="list-style-type: none"> ● Houses/settlements ● Culture/leisure ● Rich/poor ● Religious beliefs ● Clothing ● Political change <p>I can explain that ancient civilisations had similar and different aspects to our lives today.</p> <p>I can write from two different perspectives about the same event and explain why people would hold differing views about the same event.</p> <p>I can ask, research and answer my own questions about the past.</p> <p>can explain the need to find sources that corroborate.</p> <p>I can empathise with a historical figure.</p> <p>I can find a range of sources that corroborate each other.</p>	<p style="text-align: center;">Ancient Greece</p> <p>I can use Yr 1 – 4 words +era, period.</p> <p>I can split a timeline into centuries and place periods studied in the correct place.</p> <p>I can organise dates from a period studied correctly on my own timeline.</p> <p>I can select my own evidence from sources to describe life in periods I am studying.</p> <ul style="list-style-type: none"> ● Houses/settlements ● Culture/leisure ● Rich/poor ● Religious beliefs ● Clothing ● Political change <p>I can explain that ancient civilisations had similar and different aspects to our lives today.</p> <p>I can make comparisons between Greece and Egypt.</p> <p>I can make comparisons of Greek society to the same period in British history.</p> <p>I can explain how Sparta and Athens had different systems of government and explain which I think is the best way to govern.</p> <p>I understand the term ‘democracy’ and relate to our system today.</p> <p>I can give my own solutions to historical dilemmas and compare my solution to the actual outcome.</p> <p>I can recognise that some historical evidence is biased according to viewpoint, purpose and therefore cannot be relied on as evidence.</p>



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Design Technology	<p style="text-align: center;">Battery Powered Cars Design/Make/Evaluate</p> <p>I understand how key events and individuals in design & technology have helped shape the world by researching the development of battery powered cars, including exploring the advantages and disadvantages.</p> <p>I can develop a design criteria for my own battery powered car that is fit for purpose.</p> <p>I can produce a step by step plan for a battery powered car, including annotated sketches and cross-sectional diagrams.</p> <p>I can use computer aided designs to design part of the car.</p> <p>I can create a product that uses a switch and motor to move.</p> <p>I can use a saw to cut wood accurately.</p> <p>I can explain what I think went well in my design.</p> <p>I can assess my design against design criteria.</p>		<p style="text-align: center;">Food and Nutrition</p> <p>I can use my own taste to explain what I want to include in my seasonal recipe.</p> <p>I know where and how some of the ingredients in my scones have been grown and produced.</p> <p>I can sort desired criteria for my design from provided ideas.</p> <p>I can use a recipe to weigh ingredients to create my own scones.</p> <p>I can create all the components for my seasonal product (choosing from a variety of herbs / fruits to create scones).</p> <p>I can compare my seasonal products with those in shops.</p> <p>I can explain what I would do to improve my scones.</p> <p>I can assess my design against design criteria.</p>



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PE	<p style="text-align: center;">Invasion Games (Tag Rugby)</p> <p>Child can use two-handed passing technique with increasing accuracy in a game situation. Child understands what passing backwards in a game means. Child can catch with two hands consistently in a game situation. Child can pass to a team mate over an increasing distance. Child can pass whilst moving with developing accuracy. Child can understand how a flat line minimises the space to attack and begin to perform a role in this. Child can understand how to apply tagging technique as part of a team with increasing success. Child can choose when to pass and when to run with the ball with more consistency. Child can select running lines to target space with developing success. Child can pass backwards to a support player when tagged with increasing speed. Child can support the person with the ball in a game with developing consistency. Child can stay within the playing area when carrying the ball with increased success.</p> <p style="text-align: center;">Gym</p> <p>I can perform all of the shapes up to year 5 with control and balance. I can jump and land safely from the ground and the bench to include at least the tuck, straddle, pike and the straight. I can include jumps with the shapes that are appropriate from the list to include in a sequence. I can begin to consider transitions within my sequence to ensure each element is linked. Begin to use the cards to give feedback on performance. I can begin to identify areas of my performance which require improvement and practise these independently.</p>	<p style="text-align: center;">Invasion Games (Hockey)</p> <p>I can use the push pass in a game situation making selections on who to pass to with developing success. I can dribble with ball confidently, including use of reverse stick with increased confidence (reverse stick under little or no pressure). I can begin to spot correct moments to dribble in game situations. I can receive the ball in a space during game situations with developing success. I understand the key parts of the pitch to defend. I can use techniques from LK2 for tackling. I can make a choice between pass and move or dribbling to beat opponent in increasingly larger games. 3 v 2 or 4 v 3. I can use a hit safely to score in a target with developing success under limited, no pressure.</p> <p style="text-align: center;">Dance</p> <p>I am beginning to perform with confidence, using a range of movements. I can combine flexibility and movements to create a fluid dance. I can begin to move using the required style in relation to the stimulus. I can modify my sequence using my own evaluation.</p>	<p style="text-align: center;">Net and Wall (Tennis)</p> <p>I can maintain control whilst bouncing ball on floor and moving, using dominant hand. I can return off the backhand and forehand. I can strike a ball forward (forehand) at a target on the volley. I can use overarm serve. I can maintain a rally after returning a serve.</p> <p style="text-align: center;">Dance</p> <p>I am beginning to perform with confidence, using a range of movements. I can combine flexibility and movements to create a fluid dance. I can begin to move using the required style in relation to the stimulus. I can modify my sequence using my own evaluation.</p>



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<p style="text-align: center;">Athletics</p> <p>I can perform the triple jump from standing using the correct combination of jumps. I can combine the use of my legs, my arms and my upper body to improve my standing long jump technique. I can use my arms and legs in combination to perform a vertical jump with increasing power and height. I can maintain balance when carrying out the 20 second speed bounce. I can perform a chest push with increasing speed and power. I can use a turning board safely when sprinting. I can use the coaching points to analyse my own and others' performance.</p> <p style="text-align: center;">Handball</p> <p>I can apply a range of one hand and two hand passing skills by transferring previous knowledge from other units (one handed underarm pass, one handed overarm pass, chest pass, overhead pass). I can receive a pass under pressure. I can use my spatial awareness skills to avoid opponents. I can use my 3 steps quickly and progressively to advance up the pitch.</p> <p>I can begin to use a blocking technique to defend. I can apply the principles of defending from other sports to deny space. I can develop an overarm throwing technique for shooting.</p>	<p style="text-align: center;">Invasion Games (Netball)</p> <p>Child begins to develop the shoulder pass in addition to previous passing styles. Child begins to develop the speed and distance of passing. Child regularly catches a pass whilst displaying a target with their hands in game situations. Child begins to understand court areas attackers can work in. Child uses previously developed movement skills to create space for themselves when marked. Child makes choices of style and destination of pass with developing confidence during game situations. Child begins to understand court areas that a defender can work in. Child can defend as part of a team to ensure passing is difficult for opponents (marking one player each) with developing confidence. Child can shoot towards the net under no pressure with increased accuracy. Child can pivot when in possession with increased confidence.</p> <p style="text-align: center;">OAA</p> <p>I can reflect on when and how I was successful at solving a problem. I can evaluate and alter my method in order to improve. I can work well in groups and agree on a group strategy. I can navigate myself around a course using a map</p>	<p style="text-align: center;">Striking and Fielding (Cricket)</p> <p>I can use overarm bowling technique with increased accuracy and one bounce. I can begin to select preferred catching method depending on ball height. I can begin to select the appropriate method to throw. I can combine stopping and throwing skills with greater confidence. I can begin to strike a bowled ball. I can use straight bat and cross batted shots to strike a ball. I can begin to make accurate communication for running when batting.</p> <p style="text-align: center;">Athletics</p> <p>I can begin to pace myself to ensure I have enough energy to complete the distance given. I can develop a hurdling technique over obstacles. I can begin to develop the relay change-over technique. I can use the correct jumping sequence for triple jump. I can develop the sling throwing action. I can develop a 2 handed push throw with a large ball and a 1 handed push throw with a smaller object. I can begin to suggest ideas for warm-ups to prepare for specific athletic events.</p>
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<p style="text-align: center;">Computing</p> <p>e-safety (across the year)</p> <p>I can:</p> <p>Understand that passwords need to be strong and that apps require some form of passwords.</p> <p>Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online.</p> <p>Search for simple information about a person, such as their birthday or key life moments.</p> <p>Know what bullying is and that it can occur both online and in the real world.</p> <p>Recognise when health and wellbeing are being affected in either a positive or negative way through online use.</p> <p>Offer a couple of advice tips to combat the negative effects of online use.</p>	<p>Search Engines</p> <p>I can:</p> <p>Explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information.</p> <p>Suggest that things online aren't always true and recognise what to check for.</p> <p>Explain why keywords are important and what TASK stands for, using these strategies to search effectively.</p> <p>Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster.</p> <p>Make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.</p> <p>Crumble Buggies</p> <p>I can:</p> <p>Connect a micro controller to a computer.</p> <p>Make an LED light up and change colour.</p> <p>Light multiple LEDs.</p> <p>control outputs using a switch input</p> <p>Drive and stop motors.</p> <p>Create and control a buggy using a microcontroller.</p>	<p>Big Data 1</p> <p>I can:</p> <p>Identify some of the types of data that the Mars Rover could collect (for example, photos).</p> <p>Explain how the Mars Rover transmits the data back to Earth and the challenges involved in this.</p> <p>Read any number in binary, up to eight bits.</p> <p>Identify input, processing and output on the Mars Rovers.</p> <p>Read binary numbers and grasp the concept of binary addition.</p> <p>Relate binary signals (Boolean) to a simple character-based language, ASCII</p> <p>Scratch shape maker</p> <p>I can interpret pseudo code</p> <p>I can use operators</p> <p>I can use ask blocks</p> <p>I can use variables in my program</p> <p>I can debug my code</p>	<p>Big Data 2</p> <p>I can:</p> <p>Create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data.</p> <p>Save a JPEG as a bitmap and recognise the difference in file size as well as explaining how pixels are used to transfer image data.</p> <p>Explain the 'fetch, decode, execute' cycle in relation to real-world situations.</p> <p>Create a profile with a safe and suitable username and password and begin to use 3D design tools.</p> <p>Independently take tutorial lessons, applying what they have learnt to their design and understand the importance of using an online community responsibly.</p> <p>Stop motion animation</p> <p>I can:</p> <p>Create a toy with simple images with a single movement.</p> <p>Create a short stop motion with small changes between images.</p> <p>Think of a simple story idea for their animation then decompose it into smaller parts to create a storyboard with simple characters.</p> <p>Make small changes to the models to ensure a smooth animation and delete unnecessary frames.</p> <p>Add effects such as extending parts and titles.</p> <p>Provide helpful feedback to other groups about their animations.</p>



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<p style="text-align: center;">Art</p>	<p style="text-align: center;">Heather Galler/Constable</p> <p>I can explore ideas and collect visual and other information, keeping these in my sketch book.</p> <p>I can use these ideas to develop my work, taking account of the purpose.</p> <p>I am developing a style of my own.</p> <p>I can compare the work of Constable & Heather Galler.</p> <p>I can analyse and comment on a range of stimulus to recognise the ideas and skills I need to develop and improve my own work.</p> <p>I can make suggestions about methods and techniques for someone else to use to improve their work.</p> <p>I can choose colour, patterns, lines, shapes to create effects.</p> <p>I can communicate movement and include texture, perspective, shading or shadows through my drawings.</p>	<p style="text-align: center;">Space Art- Retro-Futurism Art</p> <p>I can explore ideas and collect visual and other information, keeping these in my sketch book.</p> <p>I can combine colours and create tints, tones and shades to reflect the purpose of my work.</p>	<p style="text-align: center;">Printing</p> <p>I can explore ideas and collect visual and other information, keeping these in my sketch book.</p> <p>I can use these ideas to develop my work, taking account of the purpose.</p> <p>I select appropriate materials for my work.</p> <p>I can print on to fabrics, papers and other materials.</p> <p>I can use textile techniques that are precise and help me convey the purpose of my work.</p> <p>I can use my own and others suggestions to adapt and refine my own work.</p>



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RE	<p style="text-align: center;">Belonging</p> <p>I can express a personal response to the concept of belonging, and give examples of how it may affect my life. I can describe how belonging can be applied in my own and others' lives. I can describe what it means to belong to something. I can describe how belonging is important to Muslims. I can describe the importance to believers and myself of belonging.</p> <p style="text-align: center;">Interpretation</p> <p>I can explain the meaning of interpretation. I can explain the different interpretations of the birth narratives in the bible. I can evaluate an interpretation by explaining its importance to Christians. I can explain my own responses to the interpretations of the birth. I can explain how my responses can affect mine and others' lives.</p>	<p style="text-align: center;">Justice</p> <p>I can explain what the concept of justice means. I can explain how justice is significant in the stories of Jewish people, Christians and Muslims. I can discern the value of justice to Jewish people, Christians and Muslims and identify the possible value to myself. I can begin to explain my own response to justice. I can explain some examples of how justice can be applied in my own and others' lives.</p> <p style="text-align: center;">Salvation (Easter Story)</p> <p>I can explain the concept of salvation. I can explain how the Christian story expresses the concept of salvation. I can evaluate the concept of salvation by explaining its value to Christians and by describing some issues raised. I can explain their own responses to the concept of salvation. I can explain examples of how their responses to salvation can be applied to their own and others' lives.</p>	<p style="text-align: center;">Wisdom</p> <p>I can explain a personal response to the concept of wisdom and give examples of who and what has the right to guide me. I can explain and give some examples of how people have different ideas about what wisdom is. I can explain ideas about what wisdom is. I can explain how the Qur'an and the Bible contain wisdom. I can discern the value of wisdom for Christians and Muslims and the possible value for my own life and the community.</p> <p style="text-align: center;">Umma</p> <p>I can explain the meaning of Umma. I can explain how aspects of Muslim practice and belief develop a sense of Umma. I can evaluate the concept of Umma by explaining the value to Muslims. I can identify and explain situations or issues that may arise in relation to Umma. I can explain my own response to Umma and the idea of community. I can explain how my own responses and ideas affect the way I and others' behave.</p>



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PSHE	<p style="text-align: center;">Physical Wellbeing and Understanding my Body</p> <p>I understand the dangers of alcohol and the effects it has on my body. I understand the idea of calories and the need to consume the correct amount. I can show an understanding that it is important to talk to adults if they are worried about their health. I understand that puberty brings changes to my body and my emotions</p> <p>No Outsiders The Girls. LO To explore friendship.</p> <p>No Outsiders Kenny lives with Erica and Martina LO to consider consequences.</p>	<p style="text-align: center;">Relationships</p> <p>I understand that marriage is the legal union of two people who love each other. MBV Rule of Law I understand that marriage can be between two people of the opposite or same sex. I understand what makes me able to trust or not trust people according to their behaviour. I understand that relationships need to be based on give and take .MBV Mutual respect and Tolerance I understand the need to show courtesy and good manners.</p> <p>No Outsiders How to heal a broken wing. LO To recognise when someone needs help.</p> <p style="text-align: center;">E-Safety</p> <p>I understand the dangers of the internet and the need not to share our personal information and that I can report my concerns. MBV Rule of Law I understand how search engines work and that I should not take all information at face value.</p> <p>No Outsiders Rose Blanche To justify my actions.</p>	<p style="text-align: center;">Finance</p> <p>I understand that you need to budget your money in order to save. I understand that you need to plan your budget according to the amount of money you earn. I understand how to create a budget using a spreadsheet.</p> <p>No Outsiders. And Tango makes three. LO To exchange dialogue and express an opinion.</p> <p style="text-align: center;">Emotions</p> <p>I understand the effects of other peoples' actions both in person and online that mine and others actions can have. MBV Rule of Law Mutual respect and Tolerance I understand that I can ask safe adults in school as well as knowing external agencies I can contact to discuss my well-being. mbv individual Liberty</p> <p>REVISIT- Sex Education unit on the changing body.</p> <p>No Outsiders Mixed LO To consider responses to racist behaviour.</p>



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Music	<p style="text-align: center;">South and West Africa</p> <p>I can: Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place</p> <p style="text-align: center;">Looping and remixing</p> <p>I can: Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops.</p>	<p style="text-align: center;">Musical Theatre</p> <p>I can: Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p> <p style="text-align: center;">Ancient Egypt</p> <p>I can: Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece</p>	<p style="text-align: center;">Blues</p> <p>I can: Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation</p> <p style="text-align: center;">South and West Africa</p> <p>I can: Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place</p>



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Year 5 Curriculum



Subject	Autumn Term	Spring Term	Summer Term
MFL	<p style="text-align: center;">French Monster Pets</p> <p>I can: Notice cognates and near cognates in the text. Recognise some previously known words. Use a dictionary resource to research the meaning of relevant vocabulary. Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. Confidently modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender. Unscramble jumbled sentences without any errors in word order. Recognise rules of agreement in longer phrases. Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support</p> <p style="text-align: center;">French Shopping</p> <p>I can: Recognise number words in written form. Correctly pronounce two-digit numbers that have been generated randomly. Recall vocabulary by matching the correct pictures to the appropriate words. Join in with a story, using gestures and key vocabulary. Correctly sort word-cards by gender and apply the appropriate article.</p>	<p style="text-align: center;">French Space and Comparative Language.</p> <p>I can: Listen and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. Write their own metaphors using a writing model, replacing nouns with original vocabulary. Make the correct choice of un/une for gender and add colour adjectives when writing. Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. Adapt a model text to create an original sentence of their own, including descriptive phrases.</p> <p style="text-align: center;">Meet My French Family</p> <p>I can: Correctly complete a gap-fill activity with French vocabulary, using pictures. Recognise words that are similar to English. Adapt a sentence to change its meaning. Apply some understanding of French pronunciation. Recognise key information within a longer text. Confidently build sentences using word cards. Respond to spoken opinions with the correct gesture. Use different opinions in sentences. Change elements of a sentence whilst retaining the meaning.</p>	<p style="text-align: center;">French speaking world</p> <p>Recognise and respond to directions. Form directional phrases of their own. Read and understand a range of sentences including directions. Form full sentences to ask and answer questions as modelled orally. Show some understanding of national identity and stereotypes. Understand a set of true/false statements and have some idea of where to locate the information about these statements in a graph/table. Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.</p> <p style="text-align: center;">Verbs in a French Week</p> <p>I can: Attempt to read new verbs aloud with confidence and mostly accurate pronunciation. Create an opinion phrase using one of the new verbs. Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. Work together to build a verb spinner and use it to generate appropriate phrases.</p>



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	<p>Highlight a range of known and easily recognisable vocabulary in a text.</p>	<p>Organise a text, making simple adaptations which do not affect its overall sense.</p>	<p>Recognise and recall different parts of verbs 'avoir' and 'être'. Create an original short text, correctly adapting a range of verbs to their appropriate form.</p>
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