

BRADFIELD PRIMARY FOUNDATION SUBJECTS CURRICULUM

MILESTONE 3YEAR 5

Year 5 – ART AND DESIGN

Coverage in Year 5

- Should be taught to create sketch books to record their observations and use them to review and revisit ideas exploring ideas and recording experiences.
- use a range of materials with creativity with experimentation and increased control.
- Should be taught about great artists, architects and designers in history and understand the historical and cultural development of their art forms: learn about art and design in the history and culture of Britain and the wider world.
- produce creative work; improve mastery of art and design techniques

To develop ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	
To master techniques	Painting	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based on colours observed in the natural or built world. • Use watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece.
	Sculpture	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form
	Drawing	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	Print	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work
	Textiles	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces
To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	

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Year 5–COMPUTING

Coverage in Year 5

- design, write and debug programs that accomplish specific goals.
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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.

To code (using Scratch)	Motion	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks	<ul style="list-style-type: none"> • Change the position of objects between screen layers (send to back, bring to front).
	Sound	<ul style="list-style-type: none"> • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw	<ul style="list-style-type: none"> • Combine the use of pens with movement to create interesting effects.
	Events	<ul style="list-style-type: none"> • Set events to control other events by ‘broadcasting’ information as a trigger.
	Control	<ul style="list-style-type: none"> • Use IF THEN ELSE conditions to control events or objects
To connect		<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.
To communicate		<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.

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MILESTONE 3YEAR 5

Year 5 – DESIGN AND TECHNOLOGY

Coverage in Year 5

Design:

- 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
- generate, develop, model and communicate their ideas.

Make:

- select from and use a wider range of tools and equipment to perform practical tasks.

Evaluate:

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:

- understand and use mechanical systems in their products

Cooking and nutrition:

- pupils should be taught how to cook and apply the principles of nutrition and healthy eating.
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes
- understand seasonality, know where and how ingredients are grown, reared, caught and processed

To master practical skills	Food	<ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
	Materials	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
	Electricals & electronics	<ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)
	Construction	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).
To design, make, evaluate and improve		<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
To take inspiration from design throughout history		<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

BRADFIELD PRIMARY FOUNDATION SUBJECTS CURRICULUM

MILESTONE 3YEAR 5

Year 5 – GEOGRAPHY

Coverage in Year 5

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- location and characteristics of a range of the world’s most significant human and physical features.
- They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.
- describe and understand key aspects of: physical geography, including: volcanoes and earthquakes
- human geography, including: the distribution of natural resources including energy, food, minerals and water.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use six figure grid referenceto build their knowledge of the United Kingdom and the wider world.

<p>To investigate places</p>	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
<p>To investigate patterns</p>	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
<p>To communicate geographically</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

BRADFIELD PRIMARY FOUNDATION SUBJECTS CURRICULUM

MILESTONE 3YEAR 5

Year 5 – HISTORY

Coverage in Year 5

- the Roman Empire and its impact on Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

To investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
To build an overview of world history	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
To communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

BRADFIELD PRIMARY FOUNDATION SUBJECTS CURRICULUM

MILESTONE 3YEAR 5

Year 5 – Languages

Coverage in Year 5

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Comprehension:

- Of spoken & written language
- Ability to respond in speaking confidently and fluently with accurate pronunciation and intonation.

To read fluently	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
To speak confidently	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
To understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

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MILESTONE 3YEAR 5

Year 5 – MUSIC

Coverage in Year 5

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

To perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. • Use digital technologies to compose pieces of music.
To transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures.
To describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> ○ <i>pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</i> • Describe how lyrics often reflect the cultural context of music and have social meaning.

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MILESTONE 3YEAR 5

Year 5 – PE

Coverage in Year 5

- Enjoy collaborating, communicating and competing with each other.
- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, rounders and tennis and apply basic principles suitable for attacking and defending.
- Take part in gymnastics activities to develop strength, technique, control and balance.
- Take part in athletics activities.
- Perform dances.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Swimming and water safety: Take swimming instruction.

To develop practical skills in order to participate, compete and lead a healthy lifestyle	
Games	<ul style="list-style-type: none"> • Choose/combine techniques in game situations (e.g. running, throwing, catching, passing) • Work alone, or with team mates in order to gain points or possession. • Strike a ball with accuracy, use forehand and backhand in racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
Dance	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences, express an idea in original ways. • Perform expressively and hold a precise and strong body posture. • Plan to perform with high energy, slow grace or other themes and maintain throughout. • Perform moves combining strength and stamina gained through gymnastics activities
Gymnastics	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <i>travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills.</i> • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Use equipment to vault and to swing (remaining upright).
Swimming	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct. • Swim fluently with controlled strokes, turn efficiently at the end of a length.
Athletics	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landing when jumping. • Compete and keep track of personal best performances, setting targets for improvement.
Outdoor and adventure activities	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.

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MILESTONE 3YEAR 5

Year 5 – RE

Coverage in Year 5

Christianity

Hinduism – include visit

Judaism

Sikhism - include visit

Islam

To understand beliefs and teachings	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.
To reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
To understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.