



Non Negotiables

(Endpoints)

YEAR 5 TOPIC CYCLE A

(Year 5/6 Class – some of these end points may be achieved in Year 6 due to mixed age classes)

	AUTUMN TERM (Location , Location, Location)	SPRING TERM (A British History)	SUMMER TERM (Invaders and Settlers – Stone Age)
SCIENCE	<p><u>Y5 POS Forces</u> I can explain gravity and that unsupported objects fall towards the earth.</p> <p>I can plan and carry out an investigation to answer questions about air resistance, water resistance and friction.</p> <p>I can recognise variables and how they affect an investigation.</p> <p>I can talk about levers, pulleys and gears and how they allow a smaller force to have a greater effect.</p>	<p><u>Y6 POS Light</u> I can recognise that light appears in straight lines.</p> <p>I know that objects are seen because light travels in straight lines and reflects into our eyes.</p> <p>I can explain how my eyes see things.</p> <p>I can explain why shadows have a similar shape to their object.</p> <p>I can talk about significant scientist Abu Ali al-Hasan and his pioneering research on light.</p> <p>I can identify scientific evidence that has been used to support or refute ideas</p> <p><u>Y6 POS Electricity</u> I can talk about batteries, cells and voltage and explain how they affect the brightness of a lamp.</p> <p>I can explain how position of switches alters the circuit.</p> <p>I can draw a circuit using recognised symbols.</p>	<p><u>Y5 POS Properties of materials</u> I can compare and group materials based on their properties- hardness, solubility, transparency, conductivity electrical and thermal) and response to magnets.</p> <p>I can explain how some materials dissolve in a liquid to form a solution and how to recover a substance from a solution.</p> <p>I can explain reversible/and irreversible changes.</p> <p>I can use my knowledge of solids, liquids and gases to separate mixtures using filtering, sieving and evaporating.</p> <p>I can describe a fair test and comparative tests when investigating the uses of everyday materials.</p> <p>I can use test results to make predictions when separating mixtures.</p> <p>I can say how a new material is created using changes.</p>

ART	<p>I can use perspective to create a half and half drawing of our local area. I can use my sketchbook to capture the artistic process.</p> <p>I can draw on the work of LS Lowry for inspiration.</p> <p>I can mix and use watercolours effectively to create a piece of art and to enhance mood.</p>	<p>I can talk about the art Kumi Yamashita.</p> <p>I can use 3D shape objects to create shadow art.</p> <p>I can shadows and reflection using shading, hatching and cross hatching using a range of drawing materials.</p>	<p>I can create a piece of Anglo – Saxon using collograph technique.</p> <p>I can print patterns using different textures to create effect to produce a mood board for designing a Viking Coat.</p>
DT	<p>I can investigate and analyse a range of existing products that have mechanical systems such as pulleys, gears, levers and cams and I can say how they will be improved.</p> <p>I can use construction materials to make an improved model according to its functional property.</p>	<p>I can use CAD to design a vehicle and use my design to make it.</p> <p>I can use a saw to make a wooden prototype of a vehicle and add an electrical circuit to make the model move.</p> <p>I can evaluate my work and say how it can be improved.</p> <p>I can draw explanatory exploded diagrams of my product.</p>	<p>I can design a Viking coat that is fit for purpose using research and design criteria.</p> <p>I can analyse a range of existing coats.</p> <p>I can evaluate my own design and consider the views of others to improve my work.</p> <p>I can use pattern pieces and stitching techniques to make a section of my coat.</p>
GEOGRAPHY	<p>I can use 8 points of the compass and 6 figure grid references and symbols.</p> <p>I can name and locate the countries, cities and regions of the UK.</p> <p>I can use a symbols and keys when sketching maps and plans of local areas using fieldwork.</p> <p>I can use digital mapping (Google Maps) to locate countries and to identify features of the local area.</p> <p>I can identify features of the UK including hills, valleys, coasts and rivers.</p> <p>I can investigate local land use in the local area and how they have changed over time.</p>		<p>I can map the Viking and Anglo Saxon settlements using my knowledge of the UK.</p> <p>I can say how land use has changed over time and why settlers decided to live in certain places.</p>
HISTORY	<p>I can talk about how several aspects of national history are reflected in the locality.</p> <p>I can talk in depth about the local reservoirs and their history.</p>	<p>I can say when the Tudor period was.</p> <p>I can name the Tudor monarchs.</p>	<p>I can use sources to find out about Viking and Anglo Saxon raids and invasions.</p> <p>I can talk about the village life of Anglo Saxons.</p>

		<p>I can talk about the changing power of the Tudor monarchs.</p> <p>I can say how the Tudor monarchs came to power.</p> <p>I can talk about the War of the Roses and how it is a turning point in history.</p> <p>I can talk about the creation of the Church of England.</p> <p>I can talk about crime and punishment during the Tudor period.</p> <p>I can talk the Spanish Armada.</p> <p>I can place people and significant events on a timeline</p> <p>I can talk about William Shakespeare and Christopher Marlowe.</p>	<p>I can name powerful Vikings and Anglo Saxons- Alfred the Great, Edward the Confessor and King Cnut and their kingdoms.</p> <p>I can discuss the effectiveness Anglo Saxon laws and justice.</p> <p>I can place the Viking and Anglo Saxon periods on a timeline.</p>
COMPUTING	<p><u>Spreadsheets and Concept Maps</u></p> <p>I can use formulae in a spreadsheet to add information.</p> <p>I can use formulae in a spreadsheet to calculate totals or other simple sums.</p> <p>I can apply these skills to use for a purpose.</p> <p>I can present my thoughts using a concept map.</p> <p>I can present information using a concept map to my peers.</p>	<p><u>Coding and 3D Modelling</u></p> <p>I can edit a 3D polygon model for a purpose (to make a model car).</p> <p>I know that different viewpoints need to be looked at when designing a building.</p> <p>I can create and use a 2D net to make my 3D shape and make any edits that I need to.</p> <p>I know what object, action, output, control and event mean in computer programming.</p> <p>I can use commands in my program and explain what they achieve.</p> <p>I can explain how my program simulates a physical system.</p>	<p><u>Databases and Game Creator.</u></p> <p>I can search a database to find answers to a question. I can create an avatar for a class database.</p> <p>I can create my own simple database with information. Game Creator</p> <p>I can review a simple computer game and describe what makes a successful game.</p> <p>I can design a simple game on Purple Mash and add elements to it to make it more challenging.</p>

<p>MUSIC</p>	<p><u>Performing Together</u> I can play or sing a two part piece of music. I can play an accompaniment on an ocarina. I can improvise and rehearse performances on the ocarina. I can develop a way of recording music not using standard notation.</p>	<p><u>Song writing</u> I know how lyrics need to fit in a melody. I know the importance of lyrics in a song. I can compose some of my own lyrics and set them to a melody.</p>	<p><u>Exploring musical processes</u> I know the musical process of composing. I can create and perform short pieces of music responding to musical stimuli. I can create and perform short pieces of music responding to clips from a film (non-musical stimuli).</p>
<p>PE</p>	<p><u>Circus Skills</u> I can use specialist equipment to learn balancing techniques. I can improve my flexibility to use in tumbling/ gymnastics. I can name different circus equipment and talk about how to use it safely. I know different rolls and ways of moving linked to circus skills. I can communicate effectively as a team to create a routine.</p>	<p><u>Tennis</u> I can develop return the ball using a forehand groundstroke. I can return the ball using a backhand groundstroke. I can work cooperatively with a partner to keep a continuous rally. I can develop the underarm serve and understand the rules of serving. I can develop the volley and understand when to use it. I can use a variety of strokes to outwit an opponent. <u>Tag Rugby</u> I can develop attacking principles, understanding when to run and when to pass. I am able to use the 'forward pass' and 'offside' rules. I am able to play games using tagging rules. I can develop dodging skills to lose a defender. I can develop drawing defence and understanding when to pass. I am able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>	<p><u>Athletics</u> I am able to apply different speeds over varying distances. I can develop fluency and co-ordination when running for speed. I can develop technique in relay changeovers. I can develop technique and co-ordination in the triple jump. I can develop throwing with force for longer distances. I can develop throw with greater control and technique. <u>Cricket</u> I can develop throwing accuracy and catching skills under pressure. I can develop placement of a ball into space. I can develop consistency of catching to get opponents out. I can develop overarm bowling technique and accuracy. I can develop a variety of fielding techniques and use them within a game. I can further develop fielding techniques and apply them to a game situation.</p>

<p>PSHE</p>	<p><u>Exploring Emotions</u></p> <p>I can identify the everyday things that affect feelings and the importance of expressing how we feel.</p> <p>I can identify strategies that I can use to respond to feelings and dealing with emotions, challenges and change.</p> <p>I can recognise when someone may be struggling with their mental health and understand how to seek support myself and others.</p> <p>I can recognise that anyone can experience mental ill health.</p> <p>I can identify how to reframe unhelpful thinking.</p> <p><u>Bullying Matters</u></p> <p>I can recognise the importance of seeking support if feeling lonely or excluded</p> <p>I can identify positive strategies that may help to resolve disputes in friendships.</p> <p>I can recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable.</p> <p>I recognise the impact of bullying and the consequences of hurtful behaviour.</p> <p>I can say what discrimination means and how to challenge it.</p> <p>I can identify strategies to respond to unwanted touch.</p>	<p><u>Being Healthy/</u></p> <p>I can identify what affects their physical and mental health.</p> <p>I understand what a balanced, healthy lifestyle /diet means and what can influence our choices.</p> <p>I can recognise early signs of physical illness.</p> <p>I can recognise opportunities/risks associated with an active/inactive lifestyle – sleep/lack of sleep</p> <p>I can identify good oral hygiene; the impact of lifestyle choices on dental care.</p> <p>I can say how to keep safe from sun damage and reduce the risk of skin cancer.</p> <p>I can Identify strategies for managing/ balancing time online/offline.</p> <p>I know how and when to seek support if they are worried about their health.</p> <p><u>Being Responsible</u></p> <p>I recognise reasons for rules and laws and the consequences of not adhering to rules and laws.</p> <p>I recognise there are human rights that are there to protect everyone.</p> <p>I understand the relationship between rights and responsibilities.</p> <p>I can Identify ways of protecting the environment in school and at home and understanding how</p>	<p><u>Being Safe</u></p> <p>I can identify how to predict, assess and manage risk in different situations.</p> <p>I understand what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>I can identify strategies for keeping safe in the local environment or unfamiliar places.</p> <p>I know how to respond/react in an emergency situation.</p> <p>I can recognise pressure from others.</p> <p>I can recognise ways in which technology is used positively and negativity and identifying ways to stay safe and how to report concerns.</p> <p><u>Growing Up</u></p> <p>I can identify personal strengths, skills, achievements and interests.</p> <p>I can name the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</p> <p>I can talk about the physical and emotional changes that happen when approaching/ during puberty.</p> <p>I can talk about the importance of keeping clean and how to maintain personal hygiene.</p> <p>I know where to get advice and where to report concerns if I am worried.</p>
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<p>RE</p>	<p><u>Good News/Hinduism</u></p> <p>I can compare the good news in two stories studied with other Bible stories or teachings.</p> <p>I can explain how Christians might believe these two Bible stories raise important life questions.</p> <p>I can explain why the Hindu ideas of reincarnation, karma and moksha are important to Hindus.</p> <p>I can explain and give examples how these beliefs might affect the way a Hindu lives life.</p> <p>I can raise questions the Hindu concepts of reincarnation, karma and moksha raise.</p> <p>I can compare some Hindu ideas to my own ideas about an afterlife.</p> <p>I can attempt to give answers to puzzling questions raised.</p>	<p><u>Christian Community</u> <u>Judaism</u></p> <p>I can identify three differences and similarities between the communities studied.</p> <p>I can describe how different leaders seek to create the kind of world Jesus wants.</p> <p>I can fully explain the differences and similarities between the communities studied and what they mean to those who belong there.</p> <p>I can describe examples of Christian leadership and evaluate the most effective ways of leading in order to create the world Jesus wants.</p> <p>I can make links between the Exodus story and the symbolism of the Passover celebration.</p> <p>I can suggest why Passover is celebrated as an act of remembrance today and why it is important for Jews.</p> <p>I can suggest some of the difficult questions the Exodus story and Passover meal might raise today and suggest answers</p>	<p><u>Discipleship/Kingdom of God/Forgiveness</u></p> <p>I can explain how God made a covenant with Noah, Abraham and Moses by giving examples from the biblical texts.</p> <p>I can give examples of the differences between the old and new covenant suggesting why the new covenant is important to Christians.</p> <p>I can compare and contrast the old and new covenants and explain the differences.</p> <p>I can suggest how the new covenant might impact a Christian's life giving examples from Bible teaching.</p> <p>I can explain what influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth.</p> <p>I can refer to their local activity and make links to Bible texts that may inspire them.</p> <p>I can make links with the Jesus teaching on forgiveness and how it may be expressed in a Christian's life.</p> <p>I can describe how the teaching of Jesus on forgiveness might influence others, suggest what it may mean and give my views on it.</p> <p>I can suggest important questions it may raise.</p>

MFL	<p>I know the vocabulary for a variety of French food. I know how to order food in a café.</p> <p>I can write a shopping list in French. I can read a simple recipe in French.</p> <p>I know how the French celebrate Christmas.</p> <p>I know simple Christmas vocabulary and greetings in French.</p> <p>I can write a gift list and simple letter in French.</p> <p>I know how to use je, tu, il and elle with the verbs manger, aimer and detester.</p> <p>I can use et and mais in a simple sentence.</p>	<p>I can talk about my family and friends in French.</p> <p>I can use adjectives to describe family and friends in French.</p> <p>I can write a short message to my friends.</p> <p>I can use ils and elles with the verb aimer.</p> <p>I can use mon, ma, mes and son, sa, ses.</p>	<p>I know about the cities and regions of France.</p> <p>I can compare Tintwistle to a village in France using French vocabulary.</p> <p>I can follow and give simple directions in French using some adverbs.</p> <p>I can write a short postcard in French.</p> <p>I can use prepositions in French</p> <p>I can use a verb in the perfect tense.</p>
FOREST SCHOOL	n/a	<p>I can make a sun dial using the outdoor environment.</p> <p>I can create mud art based on the work of Kumi Yamashita.</p>	n/a