



# Old Dalby C of E Primary School

## End of year expectations

### Year 5

<p><b>History</b></p> <ul style="list-style-type: none"> <li>- Use sources of evidence to deduce information about the past and to ask and answer questions</li> <li>- Choose evidence relevant to topic</li> <li>- Begin to evaluate reliability of evidence</li> <li>- Make links between different time periods, highlighting similarities</li> <li>- Use dates accurately when describing historical events</li> <li>- Accurately use an increasing range of historical vocabulary</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Monarchy Parliament Government Influential Reliability Accuracy Sources Evaluate Significant Combine conclusion</p>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Use correct vocabulary to explain the water cycle</li> <li>- Name and locate countries and cities of the world using a map, atlas or globe</li> <li>- Use symbols and keys to describe the human and physical features of countries and continents</li> <li>- Make links between physical and human features, begin to ask questions about how they affect each other</li> <li>- Use different methods of practical work to make and record observations of the local area, using geographically correct vocabulary</li> <li>- Confidently use the eight points of a compass and grid references to describe locations in relation to each other</li> <li>- Begin to create their own maps of a variety of locations, identifying both human and physical features</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Significant Connections Diverse Precipitation Reference Identify Influential Geography Environment</p>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Plan different types of scientific enquiries to answer questions and recognise some variables</li> <li>- Take measurements with a range of scientific equipment with increasing accuracy and precision and begin to understand the need for repeat readings</li> <li>- Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- Use test results to make predictions to set up further comparative and fair tests</li> <li>- Report and present findings from enquiries including conclusions. With support, begin to understand causal relationships and evaluate accuracy of results. Present this in a variety of formats.</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Variable Influenced Repetition Precision Connections Reference Comparison Conclusion Combination</p>



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<ul style="list-style-type: none"> <li>- Begin to independently identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	
<p><b>Art and design</b></p> <ul style="list-style-type: none"> <li>- Continue to develop a collection of observations</li> <li>- Begin to comment on the effect of different media and colours in their own artwork using visual vocabulary</li> <li>- Express personal opinions about use of technique and colour in famous pieces of artwork</li> <li>- Make choices about equipment and media based on purpose and experience</li> <li>- Make careful use of a range of equipment in different media</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Media Effect Influential Expressive Comparison Significant</p>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- When using search technologies, understand how results are selected and ranked and begin to evaluate the content and reliability of sources</li> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> <li>- Continue to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- Select, use and combine a variety of software on a range of devices to design and create a range of programs and content that accomplish given goals of collecting, analysing, evaluating and presenting information.</li> <li>- Begin to develop an understanding of computer networks including the internet</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Privacy Network Sequence Repetition Collecting Analysing Accuracy System</p>
<p><b>Design and technology</b></p> <ul style="list-style-type: none"> <li>- Use research to inform increasingly specific design criteria for functional and appealing products for a range of audiences</li> <li>- Continue to communicate their design ideas through discussion, models, sketches and diagrams with increasing accuracy</li> <li>- Select from an increasing range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing with increasing standard of accuracy and finish</li> <li>- Select materials and components based on their functional characteristics and aesthetic qualities, begin to justify choices based on research and experience</li> <li>- Investigate and analyse a range of existing products and relate to their own designs</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Criteria Design brief Draft Mock-up Functional Aesthetic Analyse Evaluation Improvements Influential Mechanism Monitor Control Innovate</p>



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<ul style="list-style-type: none"> <li>- Evaluate their own products against the design criteria and suggest improvements, listen to the opinions of others and offer opinions on theirs</li> <li>- Begin to identify key events in and individuals in design and technology who have shaped the world and their impact on their own lives</li> <li>- Develop their understanding of mechanisms and begin to make informed decisions about using them in their products</li> <li>- Begin to apply their understanding computing to program, monitor and control their products</li> </ul>	Audience
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Continue to play a tuned musical instrument in a range of ensemble contexts, with increasing accuracy, fluency, control and expression</li> <li>- Sing in solo and ensemble context with increasing control, fluency, expression and accuracy</li> <li>- Continue to improvise and compose music for a range of purposes, with consideration of the inter-related dimensions of music</li> <li>- Listen to and communicate personal responses in response to high quality live and recorded music from a range of sources, countries, musicians and composers</li> <li>- Develop understanding of staff and other musical notations</li> <li>- Continue to develop an understanding of the history of music</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Fluency Control Expression Improvise Reflection Compare Tone Diverse Rhythm Significant Global Pitch Style Impact</p>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>- Recognise how some teachings and beliefs are common to more than one religion</li> <li>- Recognise how belonging to a religion can impact on your lifestyle</li> <li>- Begin to discuss the different ways people “live” their beliefs</li> <li>- Be able to talk about their own identity in relation to who and what influences them and the communities to which they belong and contribute. Relate these any religious beliefs</li> <li>- Discuss how to stay true to their own beliefs and values even when these are tested</li> <li>- Communicate personal responses to the beliefs of different religions and their traditions</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Imagery Influential Ethics Morals Diverse Identity</p>
<p><b>SRE</b> <b>Open Minds</b></p>	<p><b>Key Vocabulary</b></p> <p>Individuality React</p>



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<ul style="list-style-type: none"> <li>- Can respectfully disagree with others by expanding their own horizons, defending their own ideas and remaining open to new information and ideas (D)</li> <li>- Understand the need to live peacefully in a diverse world by valuing people who are different from themselves (Com)</li> </ul> <p><b>Courageous Spirits</b></p> <ul style="list-style-type: none"> <li>- Understand the value of honesty and how it impacts upon their future and others' perceptions of them (H)</li> <li>- Draw strength from other faiths and belief systems (S)</li> <li>- Ability and strength to separate worth from performance (S)</li> </ul>	<p>Celebrate diverse Perception Morals Ethics Faith peaceful</p> <p><b>EYFS, Key Stage 1 vocab and:</b></p> <p>Optimism Inclusiveness Initiative Integrity Good humour Empathy</p> <p>Courageous advocates</p>
<p><b>PE</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Beginning to exaggerate dance movements and motifs (using expression when moving)</li> <li>- Demonstrates strong movements throughout a dance sequence.</li> <li>- Combines flexibility, techniques and movements to create a fluent sequence.</li> <li>- Moves appropriately and with the required style in relation to the stimulus.</li> <li>- <i>e.g using various levels, ways of travelling and motifs.</i></li> <li>- Beginning to show a change of pace and timing in their movements.</li> <li>- Uses the space provided to his maximum potential.</li> <li>- Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>- Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>- Uses more complex dance vocabulary to compare and improve work.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Select and combine their skills, techniques and ideas.</li> <li>- Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</li> <li>- Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>- Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>- Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>- Develops strength, technique and flexibility throughout performances.</li> <li>- Links skills with control, technique, co-ordination and fluency.</li> <li>- Understands composition by performing more complex sequences.</li> <li>- To follow keystone 3 floor, body and vault</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Straddle jump Shallow sitting dive Submerged Life saving Counter tension Routine 16-32 count (dance) Fitness testing Cooper test Beep test Flexibility Circuits Leadership Determined Resilient Motivator Choreography</p>



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<p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>- Shows confidence in using ball skills in various ways, and can link these together.</li> <li>- Uses skills with co-ordination, control and fluency.</li> <li>- Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>- Can create their own games using knowledge and skills.</li> <li>- Can make suggestions as to what resources can be used to differentiate a game.</li> <li>- Apply basic skills for attacking and defending.</li> <li>- Uses running, jumping, throwing and catching in isolation and combination.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Beginning to build a variety of running techniques and use with confidence.</li> <li>- Can perform a running jump with more than one component.</li> <li>- <i>e.g. hop skip jump (triple jump)</i></li> <li>- Beginning to record peers performances, and evaluate these.</li> <li>- Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>- Describes good athletic performance using correct vocabulary.</li> <li>- Can use equipment safely and with good control.</li> </ul> <p><b>Outdoor Adventurous Activities</b></p> <ul style="list-style-type: none"> <li>- Develops strong listening skills.</li> <li>- Uses and interprets simple maps.</li> <li>- Think activities through and problem solve using general knowledge.</li> <li>- Choose and apply strategies to solve problems with support.</li> <li>- Discuss and work with others in a group.</li> <li>- Demonstrates an understanding of how to stay safe.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>- Performs safe self-rescue in different water-based situations.</li> <li>- To further advance gifted and talented with water safety award scheme</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Watches and describes performances accurately.</li> <li>- Learn from others how they can improve their skills.</li> <li>- Comment on tactics and techniques to help improve performances.</li> <li>- Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>- Can describe the effect exercise has on the body</li> <li>- Can explain the importance of exercise and a healthy lifestyle.</li> <li>- Understands the need to warm up and cool down.</li> </ul>	
<p><b>Languages</b></p>	<p><b>Key Vocabulary</b></p>



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<ul style="list-style-type: none"><li>- Listen attentively to simple spoken language, begin to join in and respond</li><li>- Continue to use songs and rhymes to explore the spelling, sound and meaning of words</li><li>- Develop confidence to speak in sentences using familiar vocabulary, phrases and basic language structures</li><li>- Continue to develop accurate pronunciation and intonation</li><li>- Engage in short conversations, responding appropriately</li><li>- Begin to present ideas and information orally to a range of audiences</li><li>- Describe people, places, things and actions orally and in writing</li><li>- Begin to appreciate short stories, songs and rhymes in the language</li><li>- Continue to broaden their vocabulary and begin to develop methods to understand new words that are introduced eg through using a dictionary</li><li>- Begin to write phrases from memory, expressing their ideas clearly</li><li>- Continue to develop an understanding of the basic grammar conventions of the language and begin to apply these</li></ul>	Masculine Feminine Neuter Grammar Pronunciation Intonation Pattern Rhythm Fluency Expression
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