Art and Design Skills Y5/6

	Year A	Year B
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. <u>Lines, Marks, Tone, Form & Texture</u> 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.	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. <u>Perspective and Composition</u> 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

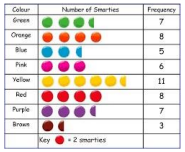
 **Painting**	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <u>Colour</u> Mix and match colours to create atmosphere 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 <u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours
 **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
3-D and 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.)

Computing Skills Y5/6

	Year A	Year B
Generic skills	Choose an appropriate program to perform a task Combine and refine information from various sources. Interpret and question the plausibility of information. 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 	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**		Continue to use cassette recorders / Dictaphones/sound buttons as appropriate Continue to use the sound files in other applications Continue to use more sophisticate music software to plan, create, evaluate, edit and play their own compositions
 **Multimedia**	Select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience e.g. present an account of their residential trip to their peers Create hyperlinks for resources made or found. Modify the presentation to make it more suitable for a different audience e.g. parents	
Word Processing and email 	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	

 **Programming**	Use on-screen control software to plan, create and run a set of instructions to make e.g. 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 e.g. 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 Plan and create a control system to answer a task and predict the outcome Know when it would be appropriate to use a control system	
 **Data logging**	**THROUGH SCIENCE** Know when it would be appropriate to use a sensing device e.g. in a science experiment Be aware of other sensors that can be used e.g. light sensor, sound sensor, pulse monitor Be able to interpret the data from the sensing device Use sensing devices e.g. in their science experiments	
 **Research**		With support, use a more complex search engine to find information on databases, portable media and 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**	**LINK TO MATHS** Use a more complex database to explore patterns and relationships in data e.g. In a animals database - Is there a relationship between habitat and diet? Independently set up and use a data file to carry out an investigation Amend and delete data from records Use editing tools to alter the design of a graph Organise, refine and present information appropriate to the audience	

 **Spreadsheets**	Be able to set up a spreadsheet with appropriate headings Be able to use a simple formula and functions in a spreadsheet e.g. SUM Use a spreadsheet to investigate e.g. cost of foods/drinks: Which is the best value drink? Alter the format of a spreadsheet Change data to satisfy 'What if' queries	

Foreign Language Skills Y5/6

	Year A	Year B
 **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	Understand the main points and some of the detail from a short spoken passage – e.g. □ sentences describing what people are wearing □ an announcement

 **Speaking**	Ask and answer simple questions– e.g. • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies Talk about personal interests. Know how to pronounce some letter strings.	Take part in a simple conversation. Express an opinion. Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.
 **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.	Understand the main points and some of the detail from a short written text. Begin to read independently. Use a bilingual dictionary to look up new words.
 **Writing**	Write a few short sentences with support using already learnt – e.g. • postcard • simple note or message • identity card Spell words that are readily understandable.	Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly.
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. Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.

Geography Skills Y5/6

Skill	Year A	Year B
Geographical Skills and Fieldwork 	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied; must include non-UK countries. 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. Extend to 6 figure grid references with teaching of latitude and longitude in depth. 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.	
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	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
 **Place Knowledge**	Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	

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Human and Physical Geography 	<u>Describe and understand key aspects of:</u> Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes, vegetation belts, volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Human geography including trade between UK and Europe and ROW; including fair/unfair distribution of resources (Fairtrade). Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T Types of settlements in Viking, Saxon Britain **LINKED TO HISTORY**

History Skills Y5/6

Skill	Year A	Year B
Chronological understanding 	Use timelines to place events, periods and cultural movements from around the world and to correctly sequence historical periods and changes over time. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Identify and describe key changes over time using key history vocabulary: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period, social, religious, political, technological and cultural.	
K & U 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 (including own views) backed up with evidence. Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Describes similarities and differences between some people, events and objects studied. Identifies changes and links within and across the time periods studied and how they affect life today.	
Historical interpretation 	Look at different versions of the same event and identifies differences in the accounts and understand that the past can been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows that people (now and in past) can represent events or ideas in ways that persuade others. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.	

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.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.
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	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.

Music Skills Y5/6

Skill	Year A	Year B
Controlling sounds through singing and playing (performing) 	Show control, phrasing and expression in singing, from memory with confidence. Hold part in a round (pitch/structure). Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory, using 5 notes of the pentatonic scale	

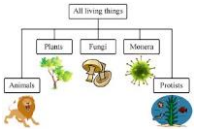
Creating and developing musical ideas (composing) 	Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions). Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).
Responding and reviewing (appraising) 	Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work.
Listening and applying knowledge and  **understanding**	Describe different purposes of music in history/ other cultures. Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Read/ work out the musical stave (notes as Year 4). Use different venues and occasions to vary performances. (Combining all musical dimensions). Describe different purposes of music in history/ other cultures. Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.

(Including SEAL Units) **New beginnings** **Getting on and falling out** **Say no to bullying** **Going for goals** **Good to be me** **Changes** **Staying Healthy** **Keeping myself safe** **Our community** **Relationships** **Internet safety**	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 Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way 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 Make choices about how to develop healthy lifestyles Identify some factors that affect emotional health and well being Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being 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 Identify different types of relationships and show ways to maintain good relationships Describe the nature and consequences of bullying, and express ways of responding to it Respond to, or challenge 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 Research, discuss and debate topical issues, problems and events 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 respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices Understand what democracy is, and about the basic institutions that support it locally and nationally	Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges Express their views confidently, and show how their views can develop in the light of listening to others Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles Identify and explain some factors that affect emotional health and wellbeing, and strategies for dealing with them 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 List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of antisocial and aggressive behaviours such as bullying and racism on individuals and communities Take a lead role in researching, discussing and debating topical issues,

	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 Explore how the media present information	problems and events Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices Understand and describe what democracy is, institutions that support it locally and nationally and how it happens Appreciate and explain 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 and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment Explore and comment on how the media present information

Science Skills Y5/6

	Year A	Year B
Working Scientifically	To use the following practical scientific methods, processes and skills Recognise which secondary sources will be most useful to research their ideas.	
Questioning and enquiring  **Planning**	Plan different types of **scientific enquiries to answer questions, including recognising and controlling variables** where necessary. 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 and begin to recognise how these ideas help them to understand how the world operates. Begin to recognise scientific ideas change and develop over time. Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)	
Observing and measuring **Pattern seeking** 	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Identify patterns that might be found in the natural environment. Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Interpret data and find patterns. Select equipment on my own. Make a set of observations and say what the interval and range are. Take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm^2V, km/h, m per sec, m/ sec Graphs – pie, line, bar (Year 6)	

 **Investigating**	Use test results to make predictions to set up further comparative and fair tests. Recognise when and 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 findings 	**LINK TO MATHS/COMPUTING (DATA HANDLING)** 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. Choose how best to present data.
Identifying, grouping and classifying 	Use and develop keys and other information records to identify, classify and describe living things and materials.

Drawing  **Conclusions**	Reporting and presenting findings from enquiries, including conclusions, causal relationships and 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. Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Use test results to make predictions to set up further comparatives and fair tests. 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. Separate opinion from fact. Draw conclusions and identify scientific evidence. Use simple **models.** Know which evidence proves a scientific point. Use test results to make predictions to set up further comparative and fair tests.
 **Vocabulary**	Read, spell and pronounce scientific vocabulary correctly. Am beginning to use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas. Begin to confidently use a range of scientific vocabulary. Begin to use conventions such as trend, rogue result, support prediction and -er word generalisation. Begin to use scientific ideas when describing simple processes. Am beginning to use the correct science vocabulary
 **Understanding**	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.