


Year 5 Curriculum Progression Statements - All subjects

		Y5 Progression Statements – Art					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	<p>What pupils learn about how art is studied, discussed and judged:</p> <p><i>Providing opportunities to discuss and review their own and others' work; Enabling pupils to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers.</i></p>	<p>Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</p>					
	<ul style="list-style-type: none"> Know how artists (including photographers, illustrators, collage artists and designers) from a variety of traditions, times and cultures, use art to express their emotions, observations and experiences. Identify how artistic movements have changed and developed over time, using appropriate art vocabulary. Express and explain their thoughts, emotions and observations of art. Recognise the art of key artists they have studied. 		<ul style="list-style-type: none"> Know how artists (including photographers, illustrators, collage artists and designers) from a variety of traditions, times and cultures, use art to express their emotions, observations and experiences. Identify how artistic movements have changed and developed over time, using appropriate art vocabulary. Express and explain their thoughts, emotions and observations of art. Recognise the art of key artists they have studied. 			<ul style="list-style-type: none"> Know how artists (including photographers, illustrators, collage artists and designers) from a variety of traditions, times and cultures, use art to express their emotions, observations and experiences. Identify how artistic movements have changed and developed over time, using appropriate art vocabulary. Express and explain their thoughts, emotions and observations of art. Recognise the art of key artists they have studied. 	

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Substantive Knowledge	Sketchbook	<ul style="list-style-type: none"> Use sketchbooks to collect, record and plan for future works. Use sketchbooks to trial adaptations to their work. 		<ul style="list-style-type: none"> Use sketchbooks to collect, record and plan for future works. Use sketchbooks to trial adaptations to their work. 			<ul style="list-style-type: none"> Use sketchbooks to collect, record and plan for future works. Use sketchbooks to trial adaptations to their work.
	Drawing, Painting, Sculpture, Printing, Textiles	<p>Drawing:</p> <ul style="list-style-type: none"> Draw for a sustained period working on one piece. Use different techniques for different purposes i.e., shading, hatching within their own work, understanding which works well in their work and why. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Begin to develop their own style of drawing through line, tone, 		<p>Painting:</p> <ul style="list-style-type: none"> Purposefully control the types of marks made. Purposefully use different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Experiment in order to develop their own style of painting. This style may be through the development of mixed media, colour, tonal contrast and shade. Mix and match colours to create atmosphere and light effects. 			<p>Sculpture:</p> <ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Develop work through a combination of pinch, slab, and coil. Gain experience in modelling over an armature, e.g. a newspaper frame for Modroc. Work around armatures or over constructed foundations. Experiment with working in relief and freestanding work using a range of media. Experiment with working in the understanding of
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		<ul style="list-style-type: none"> pattern and texture. Experiment with use of simple perspective in their work using a single focal point and horizon. 		<ul style="list-style-type: none"> Mix colour, shades and tones, building on previous knowledge. 			<ul style="list-style-type: none"> different ways of finishing work: glaze, paint, polish. Recognise sculptural forms in the environment, such as furniture or buildings. Carve a simple form. Use language appropriate to skill and technique. Adapt work as and when necessary, explaining why.
Key Vocabulary	In addition to vocabulary from previous year groups: traditions; artistic movements; adaption; focal point; horizon; tonal contrast; atmosphere; armature; glaze; polish; sculptural forms; maquettes.						

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Y5 Progression Statements – Design and Technology

		Y5 Progression Statements – Design and Technology					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Design: <i>Planning what to make, Investigate, criteria, materials, user, audience, label, model.</i>	Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
		<ul style="list-style-type: none"> ● Evaluate existing products on their: <ul style="list-style-type: none"> ○ purpose ○ design features ○ appearance ○ use ○ inventors/chefs/designers etc. linked to the relevant product ○ what they are made from ○ how environmentally friendly the products are ● Develop a simple design specification to guide their thinking: <ul style="list-style-type: none"> ○ identify design features that will appeal to intended users. ○ choose materials based on suitability of their properties. ○ explain how parts of their 					<ul style="list-style-type: none"> ● Evaluate existing products on their: <ul style="list-style-type: none"> ○ purpose ○ design features ○ appearance ○ use ○ inventors/chefs/designers etc. linked to the relevant product ○ what they are made from ○ how environmentally friendly the products are ● Develop a simple design specification to guide their thinking: <ul style="list-style-type: none"> ○ identify design features that will appeal to intended users. ○ choose materials based on suitability of their properties. ○ explain how parts of their

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			<ul style="list-style-type: none"> ○ product will work. ○ generate innovative ideas that meet the needs of the user. ● Record a step-by-step plan of the making process, including the tools, equipment and materials they will be using. ● Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate). ● Create pattern pieces and prototypes. 				<ul style="list-style-type: none"> ○ product will work. ○ generate innovative ideas that meet the needs of the user. ● Record a step-by-step plan of the making process, including the tools, equipment and materials they will be using. ● Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate). ● Create pattern pieces and prototypes.
	<p><i>Make: Tools, safety, measuring, joining, problem solving, finishing.</i></p>		<ul style="list-style-type: none"> ● Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components. ● Choose a range of suitable tools for making, explaining why 				<ul style="list-style-type: none"> ● Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components. ● Choose a range of suitable tools for making, explaining why

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			<p>they should be used.</p> <ul style="list-style-type: none"> • Follow outlined safety and hygiene procedures, independently and without prompting. • Independently and without prompting, use their design criteria whilst making. • Measure, mark, cut and shape materials and components accurately. • Join, assemble and combine materials and components accurately. • Demonstrate problem solving skills when encountering a mistake or practical problem. • Use finishing techniques accurately. 				<p>they should be used.</p> <ul style="list-style-type: none"> • Follow outlined safety procedures, independently and without prompting. • Independently and without prompting, use their design criteria whilst making. • Measure, mark, cut and shape materials and components accurately. • Join, assemble and combine materials and components accurately. • Demonstrate problem solving skills when encountering a mistake or practical problem. • Use finishing techniques accurately.
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	Evaluate		<ul style="list-style-type: none"> • Use their design specification to evaluate products, looking at quality of end product and design and whether it is fit for its intended purpose. • Consider the views of others, including intended user, whilst evaluating product. 				<ul style="list-style-type: none"> • Use their design specification to evaluate products, looking at quality of end product and design and whether it is fit for its intended purpose. • Consider the views of others, including intended user, whilst evaluating product.
Substantive Knowledge	Technical Knowledge: <i>Food, Construction (tools and techniques), Textiles, Mechanisms.</i>		Food: <ul style="list-style-type: none"> • Know that different food and drinks contain different substances (nutrients, water, fibre) that are needed for health. • Know how to prepare and cook more than one simple, predominately savoury, dishes hygienically and safely, including where appropriate, use of a heat source. • Prepare and cook a simple, savoury dish hygienically 				Construction – <u>frame structures</u> : <ul style="list-style-type: none"> • Use materials for their functionality and aesthetic appearance to construct a strong structure. • Know how to make strong, stiff shell structures. • Reinforce and strengthen a 3D framework.

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			<p>and safely, including where appropriate, use of a heat source.</p> <ul style="list-style-type: none"> • Know that recipes can be adapted, e.g., by adding or substituting one or more ingredients, to change the appearance, taste, texture and aroma. • Weigh and measure accurately including timings, dry ingredients and liquids. • Apply the use of basic food hygiene and safety e.g. use of ovens. • Use cooking techniques including, but not limited to: chopping, peeling, grating slicing, mixing, spreading, kneading and baking. 				
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			<ul style="list-style-type: none"> Safely demonstrate some knife skills. 				
Key Vocabulary	In addition to vocabulary from previous year groups: Specification, analyse, combine, construct, criteria, evaluate, requirements, functionality, yeast, dough, bran, seasonality, source, intolerance, allergy, varied, gluten, nutrition, frame, stiffen, reinforce, triangulation, stability, temporary, permanent, specification						

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Y5 Progression Statements – Geography

		Assessment statements in bold					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Conceptual Understanding <i>g: Place/environment, Space/location/scale, Change including historical impacts/sustainability, interconnectedness/interactivity and culture</i>	Conceptual understanding is addressed through the teaching and learning of Substantive Knowledge:					
	<ul style="list-style-type: none"> Develop understanding of some ways in which geographical processes (physical and human forces working in combination) change landscapes and places over time. 				<ul style="list-style-type: none"> Recognise how some changes due to geographical processes have irreversible and reversible impacts. 	<ul style="list-style-type: none"> Develop understanding of some ways in which geographical processes (physical and human forces working in combination) change landscapes and places over time. 	
Disciplinary Knowledge	Enquiry Skills: <i>asking, selecting tools and processes, fieldwork, mapping skills, direction/compass, collecting and recording data/information/research, observing/investigating, analysing and interpreting</i>	Enquiry skills are addressed through the teaching and learning of Substantive Knowledges:					
	<ul style="list-style-type: none"> Develop their own considered enquiry questions. Choose and use appropriate tools and processes to answer their geographical enquiry question: <ul style="list-style-type: none"> Maps using a variety of scales, including Ordnance Survey maps. 				<ul style="list-style-type: none"> Develop their own considered enquiry questions. Choose and use appropriate tools and processes to answer their geographical enquiry question: <ul style="list-style-type: none"> World maps in a variety of scales, including digital mapping. Select an appropriate 	<ul style="list-style-type: none"> Develop their own considered enquiry questions. Choose and use appropriate tools and processes to answer their geographical enquiry question: <ul style="list-style-type: none"> Atlases and globes in a variety of scales. 6 figure grid references. Compare multiple 	

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					method of communicating learning, explaining their reasoning and using geographical terms.	geographical elements and begin to identify that different opinions on them are held.	
Su bst ant ive Kn owl edg e	Location and Place: <i>Local, UK, World, Similarity and Difference</i>	<p>Local - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Name and locate a range of villages, towns, cities and landmarks in the South West. <p>UK - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Use sources on three different locations in the UK to ask and answer questions about them. (Hook back Y2, Sum1) 			<p>World - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Locate a range of countries around the World, identifying the main mountain ranges and longest rivers. Locate major cities of the World and discuss similarities and differences between some of these Name and locate countries of the world, concentrating on environmental regions, key physical and human 	<p>Similarities and differences between the Severn Valley and the Yellow River valley - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Understand the similarities and differences (both human and physical). Locate both regions on a map and use the scale to calculate approximate distance. Locate key human and physical features of the regions and relate these features to the locality. 	

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					<p>characteristics, countries and major cities.</p>	<ul style="list-style-type: none"> • Locate man-made features and reflect on the importance of the tourism industry in these areas. 	
	<p>Physical and Human Features and Processes: <i>Weather/Climate, Water Cycle/Rivers, Earth Formation, Coasts, Topographical Features, Change, Population, Settlements and Land Use, Migration, Trade, Interconnectedness</i></p>	<ul style="list-style-type: none"> • Understand how the distribution of natural resources including energy, food, minerals and water affect the lives of people. • Understand how the distribution of natural resources including energy, food, minerals and water affects the land use and settlements. • Understand how some human processes make changes that are irreversible and reversible. 			<ul style="list-style-type: none"> • Begin to understand how population growth changes over time and impacts on local and global resources. • Understand the human geographical process of migration. (Hook back: Y1 Spr 2) • Asks questions about how migration changes landscapes and places over time. 	<ul style="list-style-type: none"> • Compare the features of the Yellow River at different points along its course (<i>Hook back: Y3 Sum 1</i>): <ul style="list-style-type: none"> ○ Explain how meanders are formed. ○ Describe how waterfalls are formed. • Explain how the water cycle is a closed system. (<i>Hook back: Y3 Sum 1</i>) 	

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		<ul style="list-style-type: none"> Know how the services and resources available in different localities affect the lives of the people. 				
Key Vocabulary		Scale, meander, flood plain, erosion, deposition, oxbow lake, delta, confluence, tributary, waterfall, overhang, plunge-pool, undercut, water-cycle, ground water, precipitation, condensation, evaporation, terrain, industry, natural resources, global resources, distribution				

	<h3 style="color: green;">Year 5 Progression Statements – Global Learning</h3> <p style="color: green; font-style: italic;">To be addressed throughout the curriculum.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills and Capabilities: <i>Critical and creative thinking, Empathy, Self-awareness and reflection, Communication, Cooperation and conflict resolution, Ability to manage complexity and uncertainty, Informed and reflective action.</i>	<ul style="list-style-type: none"> Work co-operatively to solve problems or achieve goals. Use knowledge of others' viewpoints to resolve problems and compromise. Use strategies to manage 	<ul style="list-style-type: none"> Understand that there may be negative feelings towards others and in new or difficult situations. Independently use strategies to cope with challenging times. 	<ul style="list-style-type: none"> Understand the meanings of bias, opinion and stereotypes. Listen attentively to, question and respond to others. 	<ul style="list-style-type: none"> Give evidence for an argument and present counter arguments. Understand that in some situations there may not be no single right or wrong answer. 	<ul style="list-style-type: none"> Demonstrate empathy towards others. Identify some of the impacts of prejudice and discrimination. 	<ul style="list-style-type: none"> Express their own views and ideas on issues clearly, using a range of appropriate methods, giving reasons and evidence. Share opinions and evidence on issues with others, including decision-makers.

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	anger, frustration and aggressive feelings.					
Values and Attitudes: <i>Sense of identity and self-esteem, Commitment to social justice and equity, Respect for people and human rights, Valuing diversity, Concern for the environment and commitment to sustainable development, Commitment to participation and inclusion, Belief that people can bring about change.</i>	Demonstrate: <ul style="list-style-type: none"> positivity about the ways in which they are both similar to others and uniquely different. valuing what contributes to their own identity. 	Demonstrate: <ul style="list-style-type: none"> concern for injustice and inequality. willingness to cooperate with others to change things for the better. compassion to the needs and rights of others. 	Demonstrate: <ul style="list-style-type: none"> belief that it is everyone's responsibility to challenge prejudice and discrimination. willingness to learn about diversity from the experiences of people they have learnt about or know. appreciating and valuing difference. 	Demonstrate: <ul style="list-style-type: none"> a personal sense of responsibility for the environment and the use of resources. commitment to taking action to protect and improve the environment and quality of life for people locally and globally. 	Demonstrate: <ul style="list-style-type: none"> recognising the benefits of listening to a range of different perspectives and viewpoints. sense of wonder and curiosity about the world. active participation in school-based decision making. 	Demonstrate: <ul style="list-style-type: none"> proactive inclusion of other people, recognising the removable barriers that prevent some people from participating fully. belief that individuals, including themselves, and groups can improve situations. knowledge and understanding of the school ethos and learning values at an age-appropriate level.

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Knowledge and Understanding: <i>Social justice and equity, Identity and diversity, Globalisation and interdependence, Sustainable development, Peace and conflict, Human rights, Power and governance.</i>	<ul style="list-style-type: none"> • Know about some examples of conflicts past and present in their own society. • Know and use effective strategies for managing, resolving and preventing conflict, including 'win-win' solutions. 	<ul style="list-style-type: none"> • Know some of the main causes and effects of poverty and inequality at local, national and global levels. • Know some of the ways they can carry out a role as a local and global citizen. 	<ul style="list-style-type: none"> • Understand how the UN Convention of the Rights of the Child affects their own lives. • Know and understand some reasons why some people have their rights denied. • 	<ul style="list-style-type: none"> • Identify some ways in which local actions can affect the wider world, e.g., FairTrade. • Begin to understand the concepts of environmentally responsible living and global inequalities in ecological footprints. 	<ul style="list-style-type: none"> • Know and understand the basics of how their own country is governed. 	<ul style="list-style-type: none"> • Understand the nature of prejudice, racism and sexism. • Know that there are nine protected characteristics in the Equality Act 2010 and describe what some of them are.
Key Vocabulary	In addition to vocabulary from previous year group: <ul style="list-style-type: none"> • culture, dominant, minority, discrimination, justice, injustice. 					

Year 5 Curriculum Progression Statements - All subjects

Y5 Progression Statements – History

		Y5 Progression Statements – History					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Conceptual Understanding: <i>Chronology, Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Interpretation and Perspective, Reliability</i>	Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> Understand the chronological relationships between periods of history studied. Make connections between main events, situations and changes within and across different periods/societies. Assessment: Make connections between a range of reasons for historical events and changes, understanding that some reasons are more important than others. Assessment: Describe some of the social, cultural, religious and ethnic diversity in Britain and the wider world at different time periods studied. Understand some of the reasons that make historical figures and events studied significant. Understand some of the ways that different historical viewpoints and interpretations have been constructed. Understand the concept of bias within historical sources. Select and evaluate primary and secondary sources, understanding that some may be more reliable than others. 					
	Historical Enquiry: <i>Ability to ask questions, Prediction, Exploring how to find answers, Research and gathering of evidence, Evaluating and justifying, Communicating about their enquiry</i>	Historical enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> Devise historically valid open-ended questions within historical periods studied. Assessment: Make suggestions as to how to answer their enquiry and make predictions based on their previous historical enquiries and knowledge of relevant/reliable sources. Assessment: Draw on a range of relevant, different primary and secondary sources. Justify their predictions based on the evidence they've found. Reach their own conclusions and justify with the evidence they've found. Reflect on the process they've been through. Present information in an organised way (e.g. written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms that have been taught. 					

Year 5 Curriculum Progression Statements - All subjects

Substantive Knowledge	Historical Knowledge and Understanding		<p><u>Barnstaple - a local history study</u></p> <ul style="list-style-type: none"> • Assessment: Place events studied on a timeline in relation to prior learning. • Know some of what was happening in different parts of the world at the time of events studied. • Understand how we know about events in the past in Barnstaple. • Know about aspects of diversity within Barnstaple's past. • Know about the founding and naming of Barnstaple. • Know about how Barnstaple has changed in size and importance over its history. • Assessment: Understand the impact of trade on Barnstaple's history, including 	<p><u>Britain's invasions and settlement by Vikings, Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> • Assessment: Place the period on a timeline in relation to prior learning. • Know some of what was happening in different parts of the world at this time. • Understand how we know about Vikings, Anglo-Saxons and Scots. • Assessment: Know that during the Anglo-Saxon period, Britain was divided into many kingdoms, which relate to some of today's county boundaries. • Know about how the Anglo-Saxons attempted to bring about law and order in Britain, including 			<p><u>The Shang Dynasty</u></p> <ul style="list-style-type: none"> • Assessment: Place the period on a timeline in relation to prior learning. • Know some of what was happening in different parts of the world, including Britain, at this time (<i>hook back to Y3 Bronze Age to Stone Age and Y3 Ancient Egypt</i>) • Understand how we know about the Shang Dynasty. • Know what life was like for different people in Shang society. • Assessment: Understand some of the power structures within the civilisation. • Assessment: Know about some of the ways the Shang Dynasty has
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			<p>pottery, wool trade and the 'triangle of trade' fishing route <i>(hook back to Y1 Spring 1).</i></p> <ul style="list-style-type: none"> • Understand the role played in Barnstaple's history by key landmarks such as: Barnstaple Castle, the Pannier Market, Butcher's Row and the tome stone. • Know about the history of NCSPA. • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Archaeologist ○ Artefact ○ Ballast ○ Barum ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) 	<p>understanding some of the power structures within the civilisation.</p> <ul style="list-style-type: none"> • Assessment: Know about some of Britain's invasions and settlement by Anglo-Saxons, Vikings and Scots <i>(hook back to Y5 – Barnstaple Local Study).</i> • Assessment: Know about resistance by Alfred the Great and Athelstan, first king of England. • Understand that Vikings and Anglo-Saxons struggled for power in England from the withdrawal of the Roman Empire c. CE/AD 410 to 1066 <i>(hook back to Y4 Autumn 2 and Y4 Spring 1)</i> 			<p>influenced our society today e.g writing.</p> <ul style="list-style-type: none"> • Know about different ritual elements of the Shang religion. • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Ancestors ○ Archaeologist ○ Artefact ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ Bronze ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) ○ Classes ○ Cowrie shells ○ Dynasty ○ Emperor ○ Hierarchy ○ Jade ○ Military general ○ Nobles ○ Oracle bones ○ Pagoda
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			<ul style="list-style-type: none"> ○ Ceramics ○ Charter ○ Earthenware ○ Exchange ○ Export/import ○ Guildhall ○ Kerseys ○ merchants ○ Mint ○ Ribbon development ○ Saxon Burhs ○ Tucking/fuling 	<ul style="list-style-type: none"> ● Know and use the key vocabulary: ○ Archaeologist ○ Artefact ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) ○ Conversion ○ Danegeld ○ Danelaw ○ Invasion ○ Kingdoms ○ Monastery ○ Normans ○ Raids ○ Resistance ○ Witan 			<ul style="list-style-type: none"> ○ Peasants ○ Pictographs ○ Pray ○ Sacrifice ○ Slave ○ Society ○ Tomb ○ Warlord
Abstract Terms Linked to Historical Concepts	Civilisation, Democracy, Empire, Invasion, Migration/immigration/emigration, Monarchy, Parliament, Power, Resistance, Settlement, Social class/aristocracy/peasantry, Trade						

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Year 5 Progression Statements – IT and Computing

<https://teachcomputing.org/curriculum>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>E-safety</p> <p>Sharing information:</p> <ul style="list-style-type: none"> • Networks • Effective use of tools 	<p>Selection in physical computing:</p> <ul style="list-style-type: none"> • Programming <p>Computing systems</p>	<p>E-safety</p> <p>Video production:</p> <ul style="list-style-type: none"> • Creating media • Design and development • 	<p>Flat-file databases:</p> <ul style="list-style-type: none"> • Data and information • Effective use of tools 	<p>E-safety</p> <p>Vector drawing:</p> <ul style="list-style-type: none"> • Effective use of tools • Creating media 	<p>Selection in quizzes:</p> <ul style="list-style-type: none"> • Algorithms • Programming


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Year 5 Progression Statements – Maths

<https://whiterosemaths.com/resources?year=year-5-new&term=autumn&term=spring&term=summer>

Year 5 Curriculum Progression Statements - All subjects

 Year 5 Progression Statements – Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing	<ul style="list-style-type: none"> • Sing confidently as a class and in small groups. • Sing songs with increasing control of breathing, posture and sound projection. 		<ul style="list-style-type: none"> • Sing songs in tune and with an awareness of other parts. • Know when to breathe within a song. 		<ul style="list-style-type: none"> • Sing a round in two parts, identifying the melodic phrases. • Sing expressively with awareness and control of the expressive elements. e.g. timbre, tempo, dynamics. 	
Listening	<ul style="list-style-type: none"> • Extend their use of musical vocabulary to describe what they hear, like and dislike in pieces of music from a range of genres, including live music. 		<ul style="list-style-type: none"> • Begin to compare the work of a range of different composers, including a range of genres. 		<ul style="list-style-type: none"> • Listen to and share opinions on the work of their peers. 	
Improvising and composing	<ul style="list-style-type: none"> • Create an accompaniment to a known song. • Explore, select and combine sounds when improvising and composing. 		<ul style="list-style-type: none"> • Continue to develop skills with using technology to create a piece of music. 		<ul style="list-style-type: none"> • Improvise their own simple tunes. 	
Notation – reading and writing	<ul style="list-style-type: none"> • Continue to develop staff 		<ul style="list-style-type: none"> • Read rhythms using crotchets, 		<ul style="list-style-type: none"> • Compose using staff notation. 	

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	notation reading skills.		quavers, semi-quavers, minims and rests.			
Playing	<p>A selection of Percussion/tuned and untuned instruments will be played throughout the year, a new instrument each term. The Progression statements will be addressed as appropriate according to the allocated instruments.</p> <ul style="list-style-type: none"> • Play a range of instruments with increasing control. • Be aware of correct techniques to use with different instruments. • Develop their ability to play a part whilst others are performing a different part. 					
Suggested genres	<ul style="list-style-type: none"> • Year 5 has a bespoke list of songs from many different genres, of varying styles and from many countries, traditions and cultures in chronological order from the Model Music Curriculum. • https://www.youtube.com/playlist?list=PLitQ2pP9mJegL6G920NQ0bAUOxyVkOouL <ul style="list-style-type: none"> • Use these songs as a starting point to discuss: <ul style="list-style-type: none"> ○ musical elements ○ to inspire creativity in your classroom, maybe listen during the register, getting changed for PE or whilst playing Times Tables Rockstar 					
Key Vocabulary	<ul style="list-style-type: none"> • Pulse, Rhythm, Pitch, Dynamics, Tempo, Texture, Timbre and Structure. • Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. 					

Year 5 Curriculum Progression Statements - All subjects

		Year 5 Progression Statements – PE				
Based on <i>Dance in a Box</i> and <i>PPE</i> Planning and resources: <ul style="list-style-type: none"> • Progression of Key Skills • Vocabulary progression • Further supporting documents 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics		Dance		Tennis	Fitness
Outdoor	• Tag rugby	• Cross country	• Quicksticks hockey	• Basketball	• Cricket	• Athletics • House competitions

Year 5 Curriculum Progression Statements - All subjects

	<h2 style="text-align: center;">Year 5 Progression Statements – Primary Languages</h2> <p style="text-align: center;"><i>The Primary French Project - Niveau rouge</i></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking and Listening		<ul style="list-style-type: none"> • Revise numbers 1-21. • Ask what time it is and say the time on the hour. • Revise names for parts of the UK. • Know the names of 10 places found in a town. • Know the numbers 13-29. • Know some words for units of time (e.g. <i>une seconde, une minute</i>). • Understand and say the time on the half hour and quarter past the hour. Know 2 adjectives of size – <i>petit</i> and 		<ul style="list-style-type: none"> • Know five more places found in a town (feminine nouns). • Practise understanding a range of clock times by listening • Know how to pronounce the names of some world cities: Moscou, New York, Sydney, Tokyo. • Revise information about where they live. • Know the numbers up to 40. • Revise the negative adverb <i>ne...pas</i>. 		<ul style="list-style-type: none"> • Know the number 50, and practise using numbers 1-50. • Know how to ask where someone is going, and how to say where they are going. • Know the days of the week. • Begin to understand and use some verb phrases that describe leisure activities. • Use the structure <i>pour + infinitive</i> • Use an adverbial phrase of time as a sentence opener, e.g., <i>à neuf heures...</i> • Practise creating spoken

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Year 5 Curriculum Progression Statements - All subjects

		<p><i>grand</i>, and create simple spoken sentences.</p>		<ul style="list-style-type: none"> • Create spoken sentences consisting of a main clause, and a subordinate clause introduced by a subordinating conjunction based around time, e.g., <i>Quand il est trois heures à Paris, il est onze heures à Tokyo.</i> • Learn to say the time to five minutes. • Revise the question <i>Tu as quel âge?</i> and the answer <i>J'ai xx ans.</i> Talk about the town or village where they live (what there is and what there is not). 		<p>sentences to say where they are going, and for what purpose.</p> <ul style="list-style-type: none"> • Practise simple sentences about personal information such as name, age, where they live etc.
Reading, Writing, Grammar and Phonics		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ ç ○ g<u>o</u> 		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ g<u>i</u> ○ é 		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ i

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Year 5 Curriculum Progression Statements - All subjects

		<ul style="list-style-type: none"> • Spell the numbers 1-12. • Revise the circumflex accent]. 		<ul style="list-style-type: none"> • Practise understanding a range of clock times by reading. • Practise writing clock times. • Practise writing the time to five minutes • Create some written compound sentences. Use what they have learnt to write about the town or village where they live (what there is and what there is not). 		<ul style="list-style-type: none"> • Know how the preposition <i>à</i> and the definite article <i>le</i> must elide to form a new word, <i>au</i>. • Use the preposition <i>à</i> with the definite article <i>l'</i>: <i>à l'</i> • Create written sentences about time and the days of the week. • Know about the infinitive form of the verb. Use a writing frame to create simple diary entries in French.
Cultural Understanding		<ul style="list-style-type: none"> • Know the key features and terminology of a bilingual dictionary. • Know that there is a time difference between France and the UK. 		<ul style="list-style-type: none"> • Know what an arrondissement is. • Know about La Poste (the postal service) and la SNCF (national railways). 		<ul style="list-style-type: none"> • Know about the 4th arrondissement and its monuments. • Know about the 5th arrondissement and its monuments.

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Year 5 Curriculum Progression Statements - All subjects

		Know about some unique places in French towns (un tabac, un patisserie).		<ul style="list-style-type: none"> Know about the 1er arrondissement. Know some names of mainline train stations in France. 		<ul style="list-style-type: none"> Know about the 7th arrondissement and its monuments. Know about the 16th arrondissement and its monuments.
Key Vocabulary	Year 5 Knowledge Organisers containing Key Vocabulary					

Year 5 Curriculum Progression Statements - All subjects

YN - Y6 Progression Statements – PSHE

	YN - Y6 Progression Statements – PSHE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
https://jigsawpshe.online/materials/pshe-primary/ <ul style="list-style-type: none"> Username: Newport Community School Primary Password: Newport252 	 <p>Being Me in My World</p>	 <p>Celebrating Difference</p>	 <p>Dreams & Goals</p>	 <p>Healthy Me</p>	 <p>Relationships</p>	 <p>Changing Me</p>

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Year 5 Curriculum Progression Statements - All subjects



Year 5 Progression Statements – RE

Page numbers refer to the location of the Progression Statements in the [DEVON-AND-TORBAY-Agreed-Syllabus-2024-2029.pdf](#)

Further supporting documentation can be found here: [Agreed Syllabus and supporting documents 2024-2025](#) [Understanding Christianity](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Page 80 Unit U2.1 What does it mean if Christians believe God is holy and loving?	Page 87 Unit U2.8 What does it mean to be a Muslim in Britain today?	Page 82 Unit U2.3 Why do Christians believe Jesus was the Messiah?	Page 88 Unit U2.9 Why is the Torah so important to Jewish people?	Page 83 Unit U2.4 Christians and how to live: 'What would Jesus do?'	Page 89 Unit U2.10 What matters most to Humanists and Christians?



Year 5 Progression Statements – Science

In each half term there is a focus on an area of **Working Scientifically**, as well as an **Enquiry Type** .

All **Working Scientifically** statements are to be integrated into each block of Science knowledge teaching and are revisited in different contexts over Y5 and Y6.

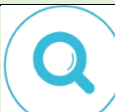
Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Use prior knowledge to suggest what might happen in an enquiry; make a prediction.



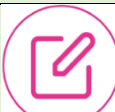
- Independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.
- Given a wide range of resources, decide for themselves how to gather evidence to answer a scientific question.
- Choose a type of enquiry to carry out and justify their choice.
- Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.
- Select from a range of practical resources to gather evidence to answer their questions.
- Carry out fair tests, recognising and controlling variables.
- Decide what observations or measurements to make over time and for how long.
- Look for patterns and relationships using a suitable sample.
- Make and justify their predictions.

Working Scientifically: Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.



- Select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.
- During an enquiry, make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).

Working Scientifically: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.



- Decide how to record and present evidence.
- Record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.
- Record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs.
- Record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys.











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Year 5 Curriculum Progression Statements - All subjects

			<ul style="list-style-type: none"> Present the same data in different ways in order to help with answering the question.
Working Scientifically: <i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i>	 		<ul style="list-style-type: none"> Answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. Talk about how their scientific ideas change due to new evidence that they have gathered. Talk about how new discoveries change scientific understanding.
Working Scientifically: <i>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.</i>			<ul style="list-style-type: none"> In their conclusions: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge. Evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. Identify any limitations that reduce the trust they have in their data. Communicate their findings to an audience using relevant scientific language and illustrations.
Working Scientifically: <i>Using test results to make predictions to set up further comparative and fair tests.</i>			<ul style="list-style-type: none"> Use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.
Coverage	Working Scientifically Focus	Enquiry type Focus	Knowledge
Autumn 1 and 2	 	 	Properties and Changes of Materials Y1-6 Progression Statements
Spring 1	 		Earth and Space Y1-6 Progression Statements










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Year 5 Curriculum Progression Statements - All subjects

Spring 2	 		Living things and their habitats - Page 34 Y1-6 Progression Statements
Summer 1	 	 	Forces Y1-6 Progression Statements
Summer 2			Animals, including humans – Page 36 Y1-6 Progression Statements