

Year 5 End of Year Expectations – Foundation Subjects



Subject	Pupils:
Art and Design	<ul style="list-style-type: none"> • make visual notes to capture, consolidate and reflect upon the artists studied. • understand that designers create fonts and work with typography in order to create letters that are inspired by objects/elements around them • explore mark making including line weight, rhythm, grip, mark making and shape • understand that mono types are single monoprints and that artists sometimes use printmaking to create a larger artwork • combine mono type with painting and collage, exploring colour and composition, and working intuitively to mix hues and tints, articulating the processes involved and working with different shaped elements • reflect upon own, classmates and artists' work, showing a developing understanding that we may all have different responses in terms of our thoughts but that all responses are valid • build architectural models considering shape, form and materials
Computing	<ul style="list-style-type: none"> • plan, capture and edit video to produce a short film • explore selection in programming to design and code an interactive quiz • use a database to order data and create charts to answer questions • create images in a drawing programme by using layers and groups of objects • (n.b. Online safety is taught throughout the year but does not form part of this assessment judgement)
Design and Technology	<ul style="list-style-type: none"> • develop a simple design specification to guide the development of their ideas and product. • select and use appropriate utensils and equipment accurately to combine, measure, mark out, shape and join. • follow a basic recipe to prepare and cook a savoury food product. • understand what structures are and investigate and apply how to make them stronger and more stable. • understand how axles, axle holders and wheels that are fixed or free moving create different types of movement. • continually evaluate a product against the original design making improvements as the product is developed. •
Geography	<ul style="list-style-type: none"> • begin to use online resources (including maps) to find out about the geography of Greece • compare life in Greece with my local area • identify the key physical and human aspects of Greece • explore the key features and causes of volcanoes and earthquakes • name and locate the world's principal mountains
History	<ul style="list-style-type: none"> • place the current area of study on timeline in relation to other historical periods and order on a timeline using dates and terms accurately • use a range of primary and secondary sources to collect information finding answers to historical enquiry • describe the characteristic features of World War 1 and the Stone Age to Iron Age in some detail • describe in some detail causes and consequences of events • compare and describe areas of continuity and change between the Stone Age and the end of the Iron Age
MFL - French	<ul style="list-style-type: none"> • adapt familiar sentences by changing a few words. • read words linked to topics with increasingly accurate pronunciation. • write simple short sentences from memory with increasingly accurate spelling.

Year 5 End of Year Expectations – Foundation Subjects



	<ul style="list-style-type: none"> • understand the main points in a spoken passage, listening and responding with increasing accurately.
Music	<ul style="list-style-type: none"> • sing confidently and expressively as a group, holding a part in a two-part round or part song on voices or instruments • follow traditional notation for simple rhythms (crotchets, rests, quavers and minims) and the position of notes on the staff • compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics, structure • start to evaluate music by using appropriate vocabulary • understand how music reflects time and place
Physical Education	<ul style="list-style-type: none"> • know and understand the reasons for warming up and cooling down. • identify and repeat movement patterns, actions of a chosen dance style and compose individual, partner and group dances that reflect the chosen dance style • develop strength, technique and flexibility in gymnastics, performing jumps, rolls, cartwheels, shapes and balances with increasing control • use ball skills in various ways, consolidating different ways of throwing and catching • pass a ball with speed and accuracy using appropriate techniques in a game situation • choose the best tactics for attacking and defending in competitive games • swim competently using a range of strokes, developing and refining technique to swim with increasing control and coordination
Personal, Health and Social Education including Relationships and Sex Education	<ul style="list-style-type: none"> • explain why we have rules, rights and responsibilities • explain the differences between types of bullying and know how to seek help • explain why discrimination is unacceptable • compare their hopes and dreams with those of young people from different cultures • understand facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • explain how to stay safe when using technology to communicate with friends, including how to negotiate and resist peer pressure • explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important
Religious Education	<ul style="list-style-type: none"> • show an understanding of Muslim beliefs about God, the importance of Muhammad, the significance of the Mosque and the impact of the Qu'ran • show an understanding of some similarities and differences between religions • demonstrate understanding of how beliefs have an impact on the lives of Christians • suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism • understand that Muslims follow and live by moral codes and it is the responsibility of individuals to demonstrate them • ask interesting questions, express their own opinions and use sound reasons to back them up • show understanding of different views and be able to give reasons to support an opposing view.