

Year 5 Cycle A	Autumn	Spring	Summer
	Belonging	Freedom & Captivity	Taking Courage
History	<ul style="list-style-type: none"> <li>➤ Can your child investigate how an aspect or theme has changed over time in a local area?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is your child aware of the immigration and emigration which has led to the multi-cultural society of today's UK (e.g. the development of the British Empire)?</li> <li>➤ Can your child begin to appreciate that how we make decisions through Parliament for some time?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does your child appreciate how major events have impacted on British History and like today (e.g. plagues and the development of sanitation; World Wars and immigration)?</li> <li>➤ Does your child have a good understanding as to how a particular theme (e.g. entertainment, houses and homes or medicine) has changed over the years?</li> <li>➤ Can your child debate about an historical issue (e.g. was the British Empire a good thing)?</li> </ul>
Geography	<ul style="list-style-type: none"> <li>➤ Understanding geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North or South America</li> <li>➤ Can your child use fieldwork to answer questions about the local area using a range of methods</li> <li>➤ Does your child have an understanding of the British Isles (i.e. the physical geography, including its surrounding islands) and the United Kingdom (i.e. political geography)?</li> <li>➤ Can your child name and locate UK countries, cities and other locations using an atlas, map and digital mapping with awareness of land-use patterns over time?</li> <li>➤ Can your child plan a journey to a place in another part of the world, taking account of distance and time?</li> <li>➤ Can your child report on ways in which humans have both improved and damaged the environment?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North and South America</li> <li>➤ Can your child compare a region in the UK with a region in North or South America?</li> <li>➤ Is your child aware of different time zones?</li> <li>➤ Does your child show some understanding of human geography (e.g. economic activity, trade links, distribution and natural resources) and physical geography (e.g. climate zones, biomes, vegetation belts)?</li> <li>➤ Can your child begin to recognise the climate for a given country according to its location on the map?</li> </ul>	
Art	<ul style="list-style-type: none"> <li>➤ Can your child explore areas and collect visual and other information to help them develop their work (including experimenting with different artistic styles)?</li> <li>➤ Can your child adapt and improve their own work to realise their intentions?</li> <li>➤ Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?</li> <li>➤ Can your child combine and organise visual and tactile elements (e.g. when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Showing increasing knowledge, confidence and experiences, can your child investigate and use a variety of materials and processes (e.g. drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts?</li> <li>➤ Using ideas from the points above, can your child design and make images/artefacts for different purposes?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?</li> <li>➤ Does your child show some awareness of design in the world around them e.g. architecture, graphic design</li> </ul>
DT	<ul style="list-style-type: none"> <li>➤ When making, can your child select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their functional properties?</li> <li>➤ Can your child research design criteria to inform the design of functional appealing products that are fit for purpose, aimed at a particular audience?</li> <li>➤ While performing by ear and from simple notations, can your child maintain their own part?</li> </ul>	<ul style="list-style-type: none"> <li>➤ When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level, diet, food origins, food choice, food labelling, food safety? When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child begin to use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages)?</li> <li>➤ Can your child begin to apply their understanding of computing to program their products?</li> </ul>
Music	<ul style="list-style-type: none"> <li>➤ While performing by ear and from simple notations, can your child maintain their own parts?</li> <li>➤ Can your child improvise melodic and rhythmic phrases?</li> <li>➤ Does your child show some awareness of music in the world around them e.g. advertising, film trailers?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child contrast the work of famous composers and show preferences?</li> <li>➤ Can your child compose by developing ideas within musical structures?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child review and evaluate different music, including music from different periods and cultures, with reference to specific musical features e.g. pitch, tempo</li> </ul>
RE	Agreed syllabus (Cornwall)		
PE			

ICT						
PSHE						

Year 5 Cycle B	Autumn	Spring	Summer
	Exploration & Discovery	Lessons from History	Invention & Enterprise
History	➤	<ul style="list-style-type: none"> <li>➤ Can your child draw a timeline with different time periods outlined which show different information such as periods of history, when famous people lived?</li> <li>➤ Can your child create timelines which outline the development of specific features, such as medicine, weaponry, transport etc?</li> <li>➤ Does your child understand the differences between AD and BC?</li> <li>➤ Can your child make comparisons between historical periods, explaining things that have changed and things which have stayed the same?</li> <li>➤ Is your child aware of the immigration and emigration which has led to the multi-cultural society of today's UK (e.g. the development of the British Empire)?</li> <li>➤ Does your child have a good understanding as to how a particular theme (e.g. entertainment, houses and homes or medicine) has changed over the years?</li> <li>➤ Can your child investigate how an aspect or theme has changed over time in the local area?</li> <li>➤ Can your child begin to appreciate that how we make decisions has been through Parliament for some time?</li> <li>➤ Does your child appreciate how major events have impacted on British History and life today (e.g. plagues and the development of sanitation, World Wars and immigration)?</li> <li>➤ Can your child debate about an historical issue (e.g. was the British Empire a good thing)?</li> <li>➤</li> </ul>	➤
Geography	<ul style="list-style-type: none"> <li>➤ Does your child have an understanding of the British Isles (i.e. the physical geography, including its surrounding islands) and the UK?</li> <li>➤ Can your child name and locate UK countries, cities and other locations using an atlas, map and digital mapping, with awareness of land-use patterns over time?</li> <li>➤ Does your child know the position and significance of latitude and longitude?</li> <li>➤ Is your child aware of different time zones?</li> <li>➤ Can your child compare a region in the UK with a region in North or South America?</li> <li>➤ Does your child show some understanding of human geography (e.g. economic activity, trade links, distribution of natural resources) and physical geography (e.g. climate zones, biomes, vegetation belts)?</li> <li>➤ Can your child use four and six figure grid references?</li> <li>➤ Can your child use fieldwork to answer questions about the local area using a range of methods?</li> <li>➤ Can your child plan a journey to a place in another part of the world, taking account of distance and time?</li> <li>➤ Can your child report on ways in which humans have both improved and damaged the environment?</li> <li>➤ Can your child begin to recognise the climate for a given country according to its location on the map?</li> </ul>		
Art	<ul style="list-style-type: none"> <li>➤ Can your child explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles)?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?</li> <li>➤ Does your child show some awareness of design in the world around them e.g. architecture graphic design?</li> </ul>	➤

	<ul style="list-style-type: none"> <li>➤ Showing increasing knowledge, confidence and experiences, can your child investigate and use a variety of materials and processes (e.g. drawing, painting, 3D work, collage, printing, e-art textiles) to communicate ideas and make images/artefacts?</li> <li>➤ Can your child combine and organise visual and tactile elements (e.g. when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions)?</li> <li>➤ Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?</li> <li>➤ Using ideas from the points above, can your child design and make images/artefacts for different purposes?</li> <li>➤ Can your child adapt and improve their own work to realise their intentions?</li> </ul>		
DT	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child research design criteria to inform the design of functional appealing products that are fit for purpose, aimed at a particular audience?</li> <li>➤ Can your child generate, develop and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams?</li> <li>➤ When marking, can your child select from and use a wider range of tools and equipment to perform practical tasks? (E.g. cutting, shaping, joining, finishing)?</li> <li>➤ When making, can your child select from and use a wider range of materials and components (including construction materials, textiles, and ingredients)? According to their functional properties?</li> <li>➤ Can your child investigate and analyse existing products?</li> <li>➤ Can your child evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?</li> <li>➤ Can your child understand how individuals in design and technology have helped make our lives easier?</li> <li>➤ Can your child begin to use mechanical systems in their products (e.g. gears, pulleys, cams, levers, and linkages)?</li> <li>➤ Can your child begin to apply their understanding of computing to program their products?</li> <li>➤ When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level, diet, food origins, food choice, food labelling, food safety? When preparing and handling food, can your child show they can cut, weigh, measure, bake and use skills at an age-appropriate level?</li> </ul>
Music	<ul style="list-style-type: none"> <li>➤ While performing by ear and from simple notations, can your child maintain their own part?</li> <li>➤ Can your child improvise melodic and rhythmic phrases?</li> <li>➤ Can your child compose by developing ideas within musical structures?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child review and evaluate different music, including music from different periods and cultures, with reference to specific musical features e.g. pitch, tempo, structure?</li> <li>➤ Does your child have some awareness of music in the world around them e.g. advertising, film trailers?</li> <li>➤ Can your child contrast the work of famous composers and show preferences?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
RE	Agreed syllabus (Cornwall)		
PE			
ICT	<ul style="list-style-type: none"> <li>➤ Can your child use the internet and other technology safely and critically?</li> <li>➤ Can your child understand how search results are selected and ranked?</li> <li>➤ Can your child competently use the internet as a search tool?</li> <li>➤ Can your child recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion (e.g. wikis, blogs)?</li> <li>➤ Can your child recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child recognise that different solutions can exist for the same problem?</li> <li>➤ Can your child design algorithms that use repetition?</li> <li>➤ Can your child begin to work with variables?</li> <li>➤ Can your child begin to explore 'what if' questions by planning different scenarios for controlled devices?</li> <li>➤ Using logical reasoning, can your child look at an algorithm and make a prediction, explaining why he/she believes something will happen?</li> </ul>

- Does your child understand that the outcome of internet searches at home may be different than at school?
- Does your child understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?
- Can your child recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
- Can your child use knowledge of the meaning of different domain names and common website extensions (.co.uk, .ac, .sch, .org, .gov, .net) to support validation of information?
- Does your child know the difference between online communication tools used in school and those used at home?
- Can your child use appropriate strategies for finding, critically evaluating, validating and verifying information? E.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?
- Does your child understand that if they make personal information available online it may be seen and used by others and is extremely difficult to remove?
- Does your child understand the benefits of developing a 'nickname' for online use? Does your child understand that some malicious adults may use various techniques to make contact and elicit personal information?
- Does your child understand they should not publish other people's pictures or tag them on the internet without permission?
- Does your child understand that online environments have security settings, which can be altered to protect the user?
- Can your child recognise what is personal information and keep it private?
- Can your child create strong passwords and manage them so that they remain strong?
- Does your child know how to report an incident of cyber-bullying?
- Can your child identify when emails should not be opened and when an attachment may not be safe?
- Does your child understand that some messages may be malicious and know how to deal with this?
- Does your child understand the need for caution when using the internet search for images and what to do if they find an unsuitable image?
- Does your child know what to do if they discover something suspicious, malicious or inappropriate?
- Does your child understand the need for rules to keep them safe when exchanging learning and ideas online?
- Does your child recognise that cyber-bullying is unacceptable?
- Can your child use technology in ways which minimise risk e.g. responsible use of online discussions?
- Does your child know how to respond if asked for personal information or feel unsafe about content in a message?
- Does your child know that it is unsafe to arrange to meet unknown people online?
- Can your child reference information sources?
- Can your child recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?
- Does your child understand that copyright exists on most digital images, video and recorded music?
- Does your child use technology appropriately, effectively and efficiently?
- Can your child discuss the positive and negative impact of ICT use in theirs and their friends' and family's lives?
- Can your child explain and demonstrate how to use email safely?

- Can your child use logical reasoning to begin to detect errors in increasingly complex algorithms?
- Does your child have a basic understanding of computer networks, including the internet, and the opportunities they offer for communication and collaboration?
- Can your child select, use and combine software on a range of digital devices?
- Can your child use a range of technology for a specific project (e.g. create and use programs and content)?
- Can your child analyse information?
- Can your child use the internet and other technology safely and critically?
- Can your child recognise what is personal information and keep it private?
- Does your child know what to do if they are concerned when they use the internet and other technology?
- Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?
- Does your child use technology appropriately, effectively and efficiently?

	<ul style="list-style-type: none"> <li>➤ Does your child understand that some material on the internet is copyrighted and may not be copied or downloaded?</li> <li>➤ Can your child independently and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?</li> </ul>				
PSHE					

Year 5 Cycle C	Autumn	Spring	Summer
<b>History</b>	<ul style="list-style-type: none"> <li>➤ Can your child draw a timeline with different time periods outlined which show different information such as periods of history, when famous people lived?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child create timelines which outline the development of specific features, such as medicine, weaponry, transport etc?</li> <li>➤ Does your child understand the differences between AD and BC?</li> <li>➤ Can your child make comparisons between historical periods, explaining things that have changed and things which have stayed the same?</li> <li>➤ Is your child aware of the immigration and emigration which has led to the multi-cultural society of today's UK (e.g. the development of the British Empire)?</li> <li>➤ Does your child have a good understanding as to how a particular theme (e.g. entertainment, houses and homes or medicine) has changed over the years?</li> <li>➤ Can your child investigate how an aspect or theme has changed over time in the local area?</li> <li>➤</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>➤ Does your child have an understanding of the British Isles (i.e. the physical geography, including its surrounding islands) and the UK?</li> <li>➤ Can your child name and locate UK countries, cities and other locations using an atlas, map and digital mapping, with awareness of land-use patterns over time?</li> <li>➤ Does your child know the position and significance of latitude and longitude?</li> <li>➤ Is your child aware of different time zones?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child compare a region in the UK with a region in North or South America?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does your child show some understanding of human geography (e.g. economic activity, trade links, distribution and natural resources) and physical geography (e.g. climate zones, biomes, vegetation belts)?</li> <li>➤ Can your child use four and six figure grid reference?</li> <li>➤ Can your child use fieldwork to answer questions about the local area using a range of methods?</li> <li>➤ Can your child plan a journey to a place in another part of the world, taking account of distance and time?</li> <li>➤ Can your child report on ways in which humans have both improved and damaged the environment?</li> <li>➤ Can your child begin to recognise the climate for a given country according to its location on the map?</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>➤ Can your child explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles)?</li> <li>➤ Showing increasing knowledge, confidence and experiences, can your child investigate and use a variety of materials and processes (e.g. drawing, painting, 3D work, collage, printing, e-art textiles) to communicate ideas and make images/artefacts?</li> <li>➤ Can your child combine and organise visual and tactile elements (e.g. when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions)?</li> <li>➤ Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using ideas from the points above, can your child design and make images/artefacts for different purposes?</li> <li>➤ Can your child adapt and improve their own work to realise their intentions?</li> <li>➤ Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?</li> <li>➤ Does your child show some awareness of design in the world around them eg architecture, graphic design?</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child research design criteria to inform the design of functional appealing products that are fit for purpose, aimed at a particular audience?</li> <li>➤ Can your child generate, develop and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams?</li> </ul>

			<ul style="list-style-type: none"> <li>➤ When marking, can your child select from and use a wider range of tools and equipment to perform practical tasks? (e.g. cutting, shaping, joining, finishing)?</li> <li>➤ When making, can your child select from and use a wider range of materials and components (including construction materials, textiles, and ingredients)? According to their functional properties?</li> <li>➤ Can your child investigate and analyse existing products?</li> <li>➤ Can your child evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?</li> <li>➤ Can your child understand how individuals in design and technology have helped make our lives easier?</li> <li>➤ Can your child begin to use mechanical systems in their products (e.g. gears, pulleys, cams, levers, and linkages)?</li> <li>➤ Can your child begin to apply their understanding of computing to program their products?</li> <li>➤ When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level, diet, food origins, food choice, food labelling, food safety? When preparing and handling food, can your child show they can cut, weigh, measure, bake and use skills at an age-appropriate level?</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>➤ While performing by ear and from simple notations, can your child maintain their own part?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does your child have some awareness of music in the world around them e.g. advertising, film trailers?</li> <li>➤ Can your child contrast the work of famous composers and show preferences?</li> <li>➤ Can your child improvise melodic and rhythmic phrases?</li> <li>➤ Can your child compose by developing ideas within musical structures?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child review and evaluate different music, including music from different periods and cultures, with reference to specific musical features e.g. pitch, tempo, structure?</li> <li>➤</li> </ul>
<b>RE</b>	Agreed syllabus (Cornwall)		
<b>PE</b>			
<b>ICT</b>	<ul style="list-style-type: none"> <li>➤ Can your child use the internet and other technology safely and critically?</li> <li>➤ Can your child recognise what is personal information and keep it private?</li> <li>➤ Does your child know what to do if they are concerned when they use the internet and other technology?</li> <li>➤ Does your child use technology appropriately, effectively and efficiently?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child recognise that different solutions can exist for the same problem?</li> <li>➤ Can your child design algorithms that use repetition?</li> <li>➤ Can your child begin to work with variables?</li> <li>➤ Can your child begin to explore 'what if' questions by planning different scenarios for controlled devices?</li> <li>➤ Using logical reasoning, can your child look at an algorithm and make a prediction, explaining why he/she believes something will happen?</li> <li>➤ Can your child use logical reasoning to begin to detect errors in increasingly complex algorithms?</li> <li>➤ Does your child have a basic understanding of computer networks, including the internet, and the opportunities they offer for communication and collaboration?</li> <li>➤ Can your child select, use and combine software on a range of digital devices?</li> <li>➤ Can your child use a range of technology for a specific project (e.g. create and use programs and content)?</li> <li>➤ Can your child analyse information?</li> <li>➤</li> </ul>
<b>PSHE</b>			