

## Parkside Primary Academy Curriculum Plan – Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science Focus – How do forces affect Earth and Space?</b>	<b>Geography Focus – Are rainforests the lungs of the Earth?</b>	<b>History Focus – What can we learn from the women’s suffrage movement?</b>	<b>Science Focus – How do living things change over time?</b>	<b>Geography Focus – Why do people live in New York City?</b>	<b>History Focus – Why was Hitler a historical villain?</b>
<p><b>Intent:</b> In this theme, the children will identify and explore the effects of friction and movement on different surfaces. The children can discover why Galileo Galilei and Isaac Newton are important to the understanding of gravitation. During an exploration day, the children will focus on the force of air resistance by working scientifically to create the best parachutes for an egg. After looking at forces, children will apply this knowledge to the wider theme of Space. They will learn how gravity affects the orbit of different celestial bodies and also consider the work of different astronomers and scientists in discovering this. Children will have some knowledge to bring to the science topic of space. In Key Stage 1, children learnt about seasons and a significant individual in history - Neil Armstrong. While the learning was not around the science of space, the children will learn about Neil’s achievements, which were in space. This theme will work towards Parkside’s intent that children will be able to name some other planets and understand that the Earth isn’t the only thing that exists. They will know famous scientists and their impact on the world today.</p> <p><b>Why this, why now?</b> Studying space in Year 5 is one of the highlights of the year for our children. <b>It builds on knowledge gained about Space from Foundation Stage and Year 2 when they study Neil Armstrong.</b> This topic continues to build their skills in scientific enquiry. Children investigate physics in a number of ways. In previous year groups, <b>they have been asked to make simple tests and record them using diagrams and simple units of measure (Year 1,2,3 and 4).</b> Children now begin to discuss their own hypotheses and build their own investigations, recording in numerous ways and presenting their findings to others. This becomes a base for <b>Year 6 where pupils make explicit links between their hypotheses, methods and findings. They will also change a number of variables.</b></p>	<p><b>Intent:</b> Using their knowledge gained through the exploration of North America and its significant rivers in Spring 1, the children can explore the significance of the Amazon river and rainforests. They will learn why the Amazon river and rainforest is important to humans, animals and plants. They will look at the environmental issues around deforestation. This theme will work towards the intent that children will build on the geographical language from theme 3 to describe physical features and they will understand that places are different to Royston/Barnsley/ Yorkshire. Children will have an awareness of different environmental issues and what they can do about them.</p> <p><b>Why this, why now?</b> Children have studied physical geography in each year group, by understanding what the world is made of. <b>They investigate the physical geography of their locality in KS1 then compare this to that of Africa. Year 3 investigates the earth beneath our feet and how volcanoes/rivers/earthquakes are formed and Year 4 make a comparison between extreme environments.</b> These comparative geographical skills help children in Year 5 to compare the Amazon to their own locality but also those they have previously studied. They also begin to study human geography in more detail through the impact of deforestation. <b>This links carefully to knowledge gained around climate change in Year 4 and supports the need for Fair Trade in year 6.</b></p>	<p><b>Intent:</b> This theme looks at Democracy in Britain through the fight for Women’s Suffrage. It examines the part that The Suffragettes and Suffragists played in securing the vote for women and also looks at the part played by significant individuals like Emmeline, Christabel and Sylvia Pankhurst, Millicent Fawcett and Emily Davison. Children are able to build on the knowledge they gained previously in Year 5 about democracy when learning about Hitler’s Germany; it also builds on the knowledge and understanding they gained in Years 4 and 5 about prejudice.  Children broaden their chronological knowledge by examining the events of the 1900s-1920s period including the effect The Great War had on the lives and perceptions of women in Britain.  This theme builds cultural capital in our children as it shows them experiences of others who fought for something they believed in. It allows our children to understand how this has impacted on their life today and why we all have a role to play in the democratic process.</p> <p><b>Why this, why now?</b> The suffragist movement continues our themes of strong women, prejudice and civil rights. <b>Children investigate strong women through Queen Elizabeth II (Year 1), Boudicca (Year 3) and Cleopatra (Year 4).</b> Understanding the struggles women in power faced during history supports the knowledge that children need to study the Suffragettes. <b>By studying the Civil Rights movement in Year 4, children also understand prejudice and the fight for civil rights that happen throughout history and still continue today.</b> It is vital that children understand this fight to ensure that they have a role to play in democracy and a voice to make a change. <b>This knowledge and historical skills support their study of Elizabeth I in Year 6.</b></p>	<p><b>Intent:</b> The topic will begin with children building on their learning from year 2 when they learnt that animals and humans have offspring that grow into adults. Through new learning, children will describe the changes that a mammal, an amphibian, an insect and a bird go through as part of their life cycle. They will work scientifically by observing butterflies.  After developing this understanding of how living things change throughout their lifetime, children will begin to look at evolution. Children will learn about how characteristics are passed from parents to their offspring (e.g. dog breeding). They will look at how some characteristics are more or less advantageous and how this leads to evolution.  This topic builds cultural capital in our children as they will gain a deeper understanding about our place in the world and where we have come from. They will learn that there is not one superior adaptation, but rather animals and humans have adapted in different ways to suit a wide range of environments and conditions.</p> <p><b>Why this, why now?</b> <b>The biological knowledge gained from understanding of how the human body grows and develops in Year 2,3 and 4 provides the foundation needed to understand evolution.</b> Knowledge gained from geography about animal adaptations in Year 4 and Year 2 also support this learning. Without this key prior knowledge pupil will not be able to understand that animals including humans develop over time due to adaptations of their surroundings. <b>This learning in Year 5 allows pupils to develop ethical views around using the heart of a pig to keep a human alive and how we may continue to adapt and evolve in the future which they study in Year 6.</b></p>	<p><b>Intent:</b> Learning will build on human geography from year 2 and 3 about reasons for settlements are built in certain locations. Using the USA and New York as a focus (linking with the class text), children will look at physical features which make an appropriate place for a city e.g. major rivers, transport links, weather etc.  They will explore physical geography with a focus on rivers. They will be able to locate major rivers on a world map and identify that there are often cities built near them. They will also develop the skill to use geographical language to describe rivers. This will include learning about the water cycle, which will build upon learning about evaporation from year 4.  This theme will work towards Parkside’s intent that children will have knowledge that allows them to understand places are different to Royston/Barnsley and make an informed choice about where to live as an adult. It will also give the children more knowledge of other well-known countries and continents.</p> <p><b>Why this, why now?</b> As part of the National Curriculum programme of study, children in Year 5 complete a study about North America. This study focused on why people live where they live. The children will have studied this area in every previous year group. <b>Their geographical skills in using an atlas, locating the continents in year 2 and locating various countries in Europe in year 4 support them in locating and understanding where North America is. Their study in settlements in the UK (Year 3), location of cities in Europe (Year 4) and positive/negative factors in where people live (Year 2/3/4) give them the prior knowledge they need to investigate why people live in New York.</b> This deeper study into a location and in the Americas then build a foundation for <b>Year 6 when they investigate South America thus building a comparative knowledge base.</b></p>	<p><b>Intent:</b> This theme looks at life in Hitler’s Germany as children learn about the rise of Fascism and how Jews and other minority groups were victimised. It examines how and why ordinary people in Germany accepted and did not challenge or stand up to unfair and prejudiced behaviour towards Jews which eventually resulted in the Holocaust during World War II. They will plot all of this on a timeline to broaden their chronological understanding. They will also complete a historical enquiry into the propaganda techniques which were used to influence people.  The topic links to previous learning from Year 4 about the Civil Rights Movement so they understand the nature of prejudice and how some people are treated differently in society.  This builds cultural capital in our children because it allows them to learn about the experiences of others who have been treated unfairly; it reminds our children that we all have a responsibility to stand up and challenge behaviour which is wrong, even when this might be difficult</p> <p><b>Why this, why now?</b> In every year group, pupils use their <b>historical enquiry skills to investigate a person of significance.</b> They use these skills to now investigate Hitler’s rise to power. The understanding gained around <b>prejudice and persecution from the Civil Rights Movement (year 4)</b> supports the human viewpoints needed to investigate why Hitler persecuted the Jewish community. This topic gives children the <b>ethical knowledge about what people in power should do to support others when they look at Fairtrade in Year 6.</b></p>
<p><b>Science Objectives covered:</b> Earth and Space: I know... • That astronomy is the study of Earth and Space • what constellations are</p>	<p><b>Geography Objectives covered:</b> <b>Geographical skills, fieldwork and enquiry:</b> I know... • how to collect information about a place</p>	<p><b>History Objectives covered:</b> <b>Chronological understanding:</b> I know... • when the Women’s Suffrage movement in Britain began and ended</p>	<p><b>Science Objectives covered:</b> <b>Living things and their habitats:</b> I know... • The differences in the life cycles of a mammal, an amphibian, an insect and a bird • what the life cycle is of common plants</p>	<p><b>Geography Objectives covered:</b> <b>Geographical skills, fieldwork and enquiry:</b> I know... • how to collect information about a place</p>	<p><b>History Objectives covered:</b> <b>Chronological understanding:</b> I know... • when Hitler and the Nazis gained power in Germany and how long their power lasted</p>

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<ul style="list-style-type: none"> <li>• The names of the planets in our solar system and the order they are nearest to the sun</li> <li>• how the Earth and other planets move in relation to the sun and the solar system</li> <li>• how the moon moves in relation to the Earth</li> <li>• the phases of the moon</li> <li>• how the Earth rotates on its axis</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Explain how seasons and weather are created</li> <li>• Explain how the Moon affects the water tides</li> <li>• Describe the sun, Earth and Moon as approximately spherical bodies</li> <li>• Explain day and night and why the sun looks like it moves across the sky</li> </ul> <p><b>Forces:</b> I know...</p> <ul style="list-style-type: none"> <li>• That all unsupported objects fall towards the Earth because of the force of gravity which acts between the Earth and the falling object</li> <li>• Some things can affect how an object falls e.g. air resistance, water resistance, friction</li> <li>• That you can use mechanisms like levers, pulleys and gears to make a small force have a greater effect</li> <li>• That scientists like Galileo Galilei and Isaac Newton helped to develop the theory of gravity</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Explain how gravity works</li> <li>• Identify the effects of air resistance, water resistance and friction on moving objects</li> </ul> <p><b>Working scientifically:</b> I know...</p> <ul style="list-style-type: none"> <li>• How to vary one factor in my test and keep others the same in an experiment</li> <li>• How to plan and carry out an investigation by controlling variables fairly and accurately</li> <li>• To decide which units of measurement I need to use</li> <li>• How to choose specific equipment I need for my test</li> <li>• How to take measurements with accuracy and precision using scientific equipment</li> <li>• How to record my measurements in different ways e.g. bar charts, tables, line graphs</li> <li>• How to record complex data and results using scientific diagrams, classifications keys, tables, bar charts, line graphs and models.</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Explain why I have varied one factor in my test and kept others the same</li> <li>• Make a prediction with reasons and explain these</li> <li>• Use scientific information to make a prediction</li> <li>• Use test results to make further predictions and set up comparative tests</li> <li>• Explain a scientific idea and what evidence supports it</li> <li>• Present a detailed report of my findings through writing, display and presentations</li> <li>• Identify scientific evidence that has been used to support of refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>• how to map land use around an area of my studies</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• use the information I have collected about a place in a report</li> <li>• collect and record evidence independently</li> </ul> <p><b>Geographical knowledge:</b> I know...</p> <ul style="list-style-type: none"> <li>• the names of many of the world's major rivers</li> <li>• the names of the main countries in South America</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• locate many of the world's major rivers on a map</li> <li>• locate the main countries in South America on a world map and atlas</li> </ul> <p><b>Physical geography:</b> I know...</p> <ul style="list-style-type: none"> <li>• what the water cycle is</li> <li>• what transpiration, evaporation, condensation, precipitation and surface flow mean</li> <li>• some reasons why the location of water within a locality affects the local environment and economy</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Explain how the water cycle works</li> </ul> <p><b>Human geography:</b> I can...</p> <ul style="list-style-type: none"> <li>• Explain what a place might be like in the future, taking account of issues which impact on human features</li> </ul>	<ul style="list-style-type: none"> <li>• when the First and Second World Wars happened during the 20th Century</li> <li>• how to use my mathematical knowledge to work out how long a period of history lasted</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• draw a timeline with different time periods outlined which show different information like the First World War, Women's Suffrage Movement, the rise of Nazism, the Nazi state, the Second World War</li> <li>• use my mathematical skills to work out exact time scales and differences between a range of historical events, e.g. the time between the First and Second World Wars</li> </ul> <p><b>Historical enquiry:</b> I know...</p> <ul style="list-style-type: none"> <li>• what a primary source is</li> <li>• what a secondary source is</li> <li>• that we can find out information about the past by looking at newspapers, books, speeches and peoples' accounts which were written at the time</li> <li>• that we can find out information about the past through photographs, film and radio broadcasts.</li> <li>• that people may have different opinions about an event they have witnessed or studied</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• explain the difference between primary and secondary sources and give examples</li> <li>• use a variety of evidence to build up a picture of a past event</li> <li>• evaluate the accuracy of different sources</li> <li>• evaluate the usefulness of different sources</li> <li>• give reasons using evidence to support a historical argument</li> </ul> <p><b>Historical knowledge and interpretations:</b> I know...</p> <ul style="list-style-type: none"> <li>• what the Women's Suffrage Movement was</li> <li>• who the Suffragists were</li> <li>• who the Suffragettes were</li> <li>• who important people like Emmeline, Christabel and Sylvia Pankhurst were</li> <li>• who important people like Millicent Fawcett and Emily Davison were</li> <li>• the methods used by the Suffragists and Suffragettes to gain the vote for women</li> <li>• the part that women played during the First World War</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• explain how women gained the vote in Britain.</li> <li>• explain what democracy means and why voting is important</li> <li>• explain how society has changed today and the sacrifice that people made in the past to make the world today a more equal place</li> </ul>	<ul style="list-style-type: none"> <li>• the names of well-known naturalists like David Attenborough</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• observe my local environment and draw conclusions about life cycles</li> <li>• compare the life cycles of plants and animals in my local environment with the life cycles of those around the world e.g. rainforests</li> </ul> <p><b>Animals including humans:</b> I know...</p> <ul style="list-style-type: none"> <li>• The changes which happen as humans develop to old age using vocabulary like teenager, elderly, growth, development, puberty, foetus, embryo, womb, gestation, baby, toddler</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Create a timeline to indicate stages of growth in certain animals e.g. frogs and butterflies</li> <li>• Describe the changes experienced in puberty</li> <li>• Draw a timeline to indicates stages in the growth and development of humans</li> </ul> <p><b>Evolution and inheritance:</b> I know...</p> <ul style="list-style-type: none"> <li>• That living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• That living things produce offspring, but normally offspring vary and are not identical to their parents</li> <li>• Know what evolution means and what it is</li> <li>• That plants and animals are adapted to suit their environments in different ways that adaptations may lead to evolution</li> <li>• Who Charles Darwin is and why he is famous</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Give reasons why offspring are not identical to each other or to their parents</li> <li>• Explain the process of evolution and describe the evidence for this</li> </ul> <p><b>Working scientifically:</b> I know...</p> <ul style="list-style-type: none"> <li>• How to choose specific equipment I need for my test</li> <li>• How to record my measurements in different ways e.g. bar charts, tables, line graphs</li> <li>• How to record complex data and results using scientific diagrams, classifications keys, tables, bar charts, line graphs and models.</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Explain a scientific idea and what evidence supports it</li> <li>• Present a detailed report of my findings through writing, display and presentations</li> <li>• Identify scientific evidence that has been used to support of refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>• how to map land use around an area of my studies</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• use the information I have collected about a place in a report</li> <li>• collect and record evidence independently</li> </ul> <p><b>Geographical knowledge:</b> I know...</p> <ul style="list-style-type: none"> <li>• the names of many of the world's major rivers</li> <li>• the names of many of the world's famous mountain regions</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• where the USA and Canada is</li> <li>• locate many of the world's major rivers on a map</li> <li>• locate many of the world's famous mountain regions on a map</li> <li>• locate the USA and Canada on a world map and atlas</li> </ul> <p><b>Physical geography:</b> I know...</p> <ul style="list-style-type: none"> <li>• why many main cities of the world are situated by rivers</li> <li>• some reasons why the location of water within a locality affects the local environment and economy</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Explain using reasons why many cities of the world are situated by rivers</li> <li>• Explain how the location of water within a locality affects the local environment and economy</li> </ul> <p><b>Human geography:</b> I know...</p> <ul style="list-style-type: none"> <li>• Some reasons why people are attracted to live by rivers</li> <li>• What a push factor and a pull factor is</li> <li>• What immigration is</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• Explain why people are attracted to live by rivers</li> <li>• Explain how push and pull factors by responsible for people migrating from place to place</li> <li>• Explain what a place might be like in the future, taking account of issues which impact on human features</li> </ul>	<ul style="list-style-type: none"> <li>• when the First and Second World Wars happened during the 20th Century</li> <li>• how to use my mathematical knowledge to work out how long a period of history lasted</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• draw a timeline with different time periods outlined which show different information like the First World War, Women's Suffrage Movement, the rise of Nazism, the Nazi state, the Second World War</li> <li>• use my mathematical skills to work out exact time scales and differences between a range of historical events, e.g. the time between the First and Second World Wars</li> </ul> <p><b>Historical enquiry:</b> I know...</p> <ul style="list-style-type: none"> <li>• what a primary source is</li> <li>• what a secondary source is</li> <li>• that we can find out information about the past by looking at newspapers, books, speeches and peoples' accounts which were written at the time</li> <li>• that we can find out information about the past through photographs, film and radio broadcasts.</li> <li>• explain the difference between primary and secondary sources and give examples</li> <li>• use a variety of evidence to build up a picture of a past event</li> <li>• evaluate the accuracy of difference sources</li> <li>• evaluate the usefulness of different sources</li> <li>• give reasons using evidence to support an historical argument</li> </ul> <p><b>Historical knowledge and interpretations:</b> I know...</p> <ul style="list-style-type: none"> <li>• who Adolf Hitler was</li> <li>• what a democracy and a dictatorship is</li> <li>• when and how Hitler and the Nazis came to power in Germany</li> <li>• what Fascism is</li> <li>• how the Nazis treated Jews and other minority groups</li> <li>• what the Holocaust was</li> <li>• what propaganda is</li> <li>• that different groups in society were treated unfairly e.g. women in Britain and Jews in Germany under Nazi rule</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• explain reasons why ordinary Germans voted for Hitler and the Nazis</li> <li>• explain the difference between a democracy and a dictatorship</li> <li>• explain how Hitler turned Germany from a democracy into a dictatorship</li> <li>• explain how the Nazis used propaganda to gain support</li> <li>• explain prejudice and how different groups in society were treated unfairly</li> <li>• explain why it important that children are taught about the Holocaust</li> </ul>
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<p><b>Class Text:</b> (1) War of the Worlds by H.G. Wells – Usborne version, (2) Dr Maggie’s Grand Tour by Maggie Aderin-Pocock</p> 	<p><b>Class Text:</b> The Explorer by Katherine Rundell</p> 	<p><b>Class Text:</b> The Secret Suffragette by Barbara Mitchelhill</p> 	<p><b>Class Text:</b> (1) What Mr Darwin Saw by Mick Manning (2) Moth by Isabel Thomas</p> 	<p><b>Class Text:</b> Trouble in New York by Sylvia Bishop</p> 	<p><b>Class Text:</b> Once by Morris Gleitzman</p> 
<p><b>Text Types taught:</b> Non-fiction – Instructions: How to survive an alien invasion  Fiction – Space poetry</p>	<p><b>Text Types taught:</b> Non-fiction – Persuasive letter: Use of palm oil products  Fiction – Setting description or Adventure narrative</p>	<p><b>Text Types taught:</b> Non-fiction – Balanced argument: Should women be given the vote? /Link to equal pay (e.g. in sports)/job opportunities for women  Fiction – Recount: Emily Davison at Derby Day</p>	<p><b>Text Types taught:</b> Non-fiction – Explanation text: Life cycles  Fiction – Scripts: For a nature documentary?</p>	<p><b>Text Types taught:</b> Non-fiction – Newspaper report: Miracle on the Hudson/Man between the towers  Fiction – Warning stories: Not to explore the city on your own?</p>	<p><b>Text Types taught:</b> Non-fiction – Biography  Fiction – Diary: Concentration camp</p>
<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Consistently use devices to organise and present their text correctly (headings, bullet points)</li> <li>Use colons to introduce a list</li> <li>Use modal verbs and adverbs</li> <li>Identify how language, structure and presentation contribute to meaning and impact</li> <li>Use vocabulary to enhance meaning</li> <li>Use expanded noun phrases</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <p>-</p>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <p>-</p>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <p>-</p>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <p>-</p>
<p><b>Sub Driver: Music Objectives Covered:</b> <b>Performing:</b></p> <ul style="list-style-type: none"> <li>I can improvise within a group using melodic and rhythmic phrases</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>I can change sounds or organise them differently to change the effect</li> <li>I can compose music which meets specific criteria</li> <li>I can use a music diary to record aspects of the composition process</li> <li>I can choose the most appropriate tempo for a piece of music</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>I can describe, compare and evaluated music using musical vocabulary</li> <li>I can explain why I think my music is successful or unsuccessful</li> </ul>	<p><b>Sub Driver: Music Objectives Covered:</b> <b>Performing:</b></p> <ul style="list-style-type: none"> <li>I can improvise within a group using melodic and rhythmic phrases</li> <li>I can recognise and use basic structural forms e.g. rounds, variations, rondo form</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>I can change sounds or organise them differently to change the effect</li> <li>I can compose music which meets specific criteria</li> <li>I can use a music diary to record aspects of the composition process</li> <li>I can choose the most appropriate tempo for a piece of music</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>I can describe, compare and evaluated music using musical vocabulary</li> </ul>	<p><b>Sub Driver: Design Technology Objectives Covered:</b> <b>Developing planning and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>I can come up with a range of ideas after I have collected my information</li> <li>I can take account of the ideas of others when designing</li> </ul> <p><b>Working with tools, equipment, materials and components:</b></p> <ul style="list-style-type: none"> <li>I tell if my finished product is going to be of good quality</li> <li>I know I need to produce something that will appeal to the audience</li> <li>I can use tools and equipment expertly</li> <li>I can persevere through different stages of the making process</li> </ul>	<p><b>Sub Driver: Art Objectives Covered:</b> <b>Drawing:</b></p> <ul style="list-style-type: none"> <li>I can organise line, tone, shape and colour to represent figures and forms in movement</li> <li>I can show reflections</li> <li>I can explain why I have chosen specific materials to draw with</li> </ul> <p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>I can print using a number of colours</li> <li>I can create an accurate print design that meets a given criteria</li> <li>I can print onto different materials</li> </ul> <p><b>3D/Textiles:</b></p> <ul style="list-style-type: none"> <li>I can use textile and sewing skills as part of a project e.g. hanging, textile book – this could include running stitch, cross stitch, backstitch, applique and/or embroidery</li> </ul>	<p><b>Sub Driver: Design Technology Objectives Covered:</b> <b>Developing planning and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>I can come up with a range of ideas after I have collected my information</li> <li>I can take account of the ideas of others when designing</li> <li>I can produce a detailed step by step plan and explain it to others</li> <li>I can suggest some alternative plans and say what the good points and drawbacks are about each</li> </ul> <p><b>Working with tools, equipment, materials and components:</b></p> <ul style="list-style-type: none"> <li>I tell if my finished product is going to be of good quality</li> </ul>	<p><b>Sub Driver: Art Objectives Covered:</b> <b>Drawing:</b></p> <ul style="list-style-type: none"> <li>I can identify and draw simple objects and use marks and lines to produce texture</li> <li>I can successfully use shading to create mood and feeling</li> <li>I can organise line, tone, shape and colour to represent figures and forms in movement</li> <li>I can explain why I have chosen specific materials to draw with</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>I can create all the colours that I need</li> <li>I can create a range of moods in my paintings</li> <li>I can express my emotions through my paintings</li> </ul> <p><b>Sketch Books:</b></p>

## Parkside Primary Academy Curriculum Plan – Year 5

<ul style="list-style-type: none"> <li>I can suggest improvements to my own and others' work</li> <li>I can choose the most appropriate tempo for a piece of music</li> <li>I can contrast the work of famous composers and show preferences</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why I think my music is successful or unsuccessful</li> <li>I can suggest improvements to my own and others' work</li> <li>I can choose the most appropriate tempo for a piece of music</li> <li>I can contrast the work of famous composers and show preferences</li> </ul>	<p><b>Evaluating processes and products:</b></p> <ul style="list-style-type: none"> <li>I can keep checking to make sure my design is the best it can be</li> <li>I can evaluate appearance and function against the original criteria</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>I think about what the user would want when I choose my textiles</li> <li>I have thought about how to make my product attractive and strong</li> <li>I can make a prototype first</li> <li>I can use a range of joining techniques</li> </ul>	<p><b>Use of IT:</b></p> <ul style="list-style-type: none"> <li>I can combine graphics and text based on my research</li> </ul>	<ul style="list-style-type: none"> <li>I know I need to produce something that will appeal to the audience</li> </ul> <p><b>Evaluating processes and products:</b></p> <ul style="list-style-type: none"> <li>I can evaluate appearance and function against the original criteria</li> </ul> <p><b>Cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>I know what I need to do to be hygienic and safe</li> <li>I have presented my product well</li> <li>I can explain how my product must be stored</li> </ul>	<ul style="list-style-type: none"> <li>I can keep notes in my sketch book about how I can develop my work further</li> <li>I can use my sketch book to compare and discuss ideas with others</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I can experiment with different styles which artists have used</li> <li>I can learn about the work of others by looking at their work in books, on the internet and visits to galleries</li> </ul>
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