



St Ann's Well Academy

A L.E.A.D. Academy

# Year Five Curriculum Objectives.

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## English

<b>Transcription – Spelling</b>
<i>Use further prefixes and suffixes and understand the guidance for adding them</i>
<i>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</i>
<i>Continue to distinguish between homophones and other words which are often confused</i>
<i>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</i>
<i>Use dictionaries to check the spelling and meaning of words</i>
<i>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</i>
<i>Use a thesaurus</i>
<b>Handwriting</b>
<i>Write legibly, fluently and with increasing speed by:</i>
<ul style="list-style-type: none"> <li>• <i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i></li> <li>• <i>Choosing the writing implement that is best suited for a task.</i></li> </ul>
<b>Composition</b>
<i>Plan their writing by:</i>
<ul style="list-style-type: none"> <li>• <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i></li> <li>• <i>Noting and developing initial ideas, drawing on reading and research where necessary</i></li> <li>• <i>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i></li> </ul>
<i>Draft and write by:</i>
<ul style="list-style-type: none"> <li>• <i>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i></li> <li>• <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i></li> <li>• <i>Précising longer passages</i></li> <li>• <i>Using a wide range of devices to build cohesion within and across paragraphs</i></li> <li>• <i>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i></li> </ul>
<i>Evaluate and edit by:</i>
<ul style="list-style-type: none"> <li>• <i>Assessing the effectiveness of their own and others' writing</i></li> <li>• <i>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i></li> <li>• <i>Ensuring the consistent and correct use of tense throughout a piece of writing</i></li> <li>• <i>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</i></li> </ul>
<i>Proof-read for spelling and punctuation errors</i>
<i>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</i>
<b>Punctuation</b>
<i>Using commas to clarify meaning or avoid ambiguity in writing</i>
<i>Using hyphens to avoid ambiguity</i>

<i>Using brackets, dashes or commas to indicate parenthesis</i>
<i>Using semi-colons, colons or dashes to mark boundaries between independent clauses</i>
<i>Using a colon to introduce a list</i>
<i>Punctuating bullet points consistently</i>
<b>Grammar – Word Level</b>
Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Understand quantifying and demonstrative determiners.
<b>Grammar – Sentence Level</b>
Using expanded noun phrases to convey complicated information concisely (Accurate and adventurous vocabulary choice fit to purpose)
Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
Using passive verbs to affect the presentation of information in a sentence
Using the perfect form of verbs to mark relationships of time and cause
Use metaphors and personification to make my writing more interesting.
Use a range of subordinating conjunctions (e.g as, now that, unless, until, whenever, wherever)
Linking ideas across paragraphs using tense choices (e.g He had seen her before) or sophisticated linking adverbs (besides, for example, in fact, similarly, still, therefore).
Use a range of adverbs, including manner and frequency, including in the fronted position.
Use non – finite clauses (- to)
<b>Grammar – Text Level</b>
Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Use description, action and dialogue to move a story forward.
Develop characters through the description of settings, feelings and emotions.
<b>Spoken Language (Same objectives for years 1-6)</b>
Listen and respond appropriately to adults and their peers
Use relevant strategies to build their vocabulary
Ask relevant questions to extend their understanding and knowledge
Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others
Select and use appropriate registers for effective communication.
<b>Reading – Word Reading</b>
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

<i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i>
<b>Reading - Comprehension</b>
<i>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</i>
<ul style="list-style-type: none"> <li>• <i>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Identifying themes and conventions in a wide range of books</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Recognising some different forms of poetry [for example, free verse, narrative poetry]</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Using dictionaries to check the meaning of words that they have read</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Reading books that are structured in different ways and reading for a range of purposes</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Discussing words and phrases that capture the reader's interest and imagination</i></li> </ul>
<i>Understand what they read, in books they can read independently, by:</i>
<ul style="list-style-type: none"> <li>• <i>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Asking questions to improve their understanding of a text</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Predicting what might happen from details stated and implied</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Identifying how language, structure, and presentation contribute to meaning.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Identifying main ideas drawn from more than one paragraph and summarising these</i></li> </ul>
<i>Retrieve and record information from non-fiction</i>
<i>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i>

*Italics – Objective is in the combined Y5/6 Objectives list.*

**Bold – Objective is stated on the combined Y5/6 Objectives list, but specifically separated out as a Y5 objective in the NC SPAG Appendix.**

**Yellow – Non-stat NC Content**

## Maths Objectives

<b>Counting and Ordering</b>
Count forwards & backward with positive & negative numbers through zero.
Count forwards/backwards in steps of powers of 10 for any given number up to 1000000
Compare & order numbers with 3 decimal places.
Read Roman numerals to 1000.
<b>Numbers and more/less</b>
Read and write any 5-digit number.
Compare decimals with 1 decimal place
<b>Tables and Multiples</b>
Identify all multiples & factors, including finding all factor pairs.
Use known tables to derive other number facts.
<b>Bonds and Facts</b>
Recall prime numbers up to 19.
<b>Place Value and Rounding</b>
Recognise PV of any number up to 1000000.
Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000.
Round decimals with 2dp to nearest whole number & 1dp.
<b>Calculations +/-</b>
Add & subtract: i) Numbers with more than 4-digits using efficient written method (column). ii) Numbers with up to 2dp.
<b>Calculations x/-</b>
Multiply: 4-digits by 1-digit and by 2-digits
Divide: 4-digits by 1-digit
Multiply & divide: Whole numbers & decimals by 10, 100 & 1000
<b>Fractions and Percentages</b>
Count up/down in thousandths.
Recognise mixed numbers & fractions & convert from one to another.
Multiply proper fractions by whole numbers.
<b>Time</b>
Solve time problems using timetables and converting between different units of time.
<b>Shape</b>
Identify 3D shapes from 2D representations.
Recognise and estimate acute, obtuse and reflex angles.
Draw angles and measure them in degrees.
Draw objects in correct position on a co-ordinate grid (four quadrants).
<b>Measures</b>
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and milliliter).

Year Five Curriculum Objectives.

Measure and calculate the perimeter of composite rectilinear (compound) shapes in centimetres and metres.

Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes.

**Ratio and proportion**

Find percentages of amounts. E.g. 20% of 42.

**Algebra**

Use simple formulae to find unknown and generate formulae for a sequence with only a number times the unknown (e.g.  $4n$ ).

## Science Objectives.

<b>All living things and their habitats</b>
I understand and can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
I understand and can describe the life process of reproduction in some plants.
I understand and can describe the life process of reproduction in some animals.
<b>Animals, including humans</b>
I understand how humans change as they develop to old age.
<b>Properties and changes of materials</b>
I can use my understanding to compare and group together everyday materials on the basis of their properties, <b>including hardness, solubility, transparency, conductivity (electrical and thermal), and responses to magnets.</b>
I know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
I can use my knowledge of solid, liquids and gases to decide how mixtures might be separated, included through filtering, sieving and evaporating.
I can give reasons, based on evidence from comparative and fair tests, for particular uses of everyday materials, including metals, wood and plastic.
I understand and can demonstrate that dissolving, mixing and changes of state are reversible changes.
I understand and can explain that some changes result in the formation of new materials.
I understand that changes resulting in the formation of new materials are not usually reversible – including changes associated with burning and the action of acid on bicarbonate of soda.
<b>Earth and space</b>
I can use my knowledge to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
I can use my knowledge to describe the movement of the Moon relative to the Earth.
I can use my knowledge to describe the Sun, Earth and Moon as approximately spherical bodies.
I can use my knowledge of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
<b>Forces</b>
I understand and can explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object.
I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
I understand that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
<b>Working Scientifically</b>
Investigations – I can recognise when to set up a comparative test and when to set up a fair test.
Investigations – I can identify and explain which variables need to be controlled where necessary.
Investigations – I can plan and set up different types of scientific enquiries.

Year Five Curriculum Objectives.

Measurement – I can choose and use the most appropriate equipment to make measurements with increasing precision. Recording data – I can gather, record and classify data in different ways, including drawings, to help answer questions.
Measurement – I can take accurate and precise measurements – e.g. N, g, kg, mm, cm, km/h, m / sec etc.
Measurement – I can take repeat readings and understand why we do this.
Recording data – I can record data and results of increasing complexity in using scientific diagrams, labels, classification keys, tables and a variety of graphs.
Reporting – I can report and present my findings from enquiries orally, through writing and displays and other types of presentations.
Results and conclusions – I am beginning to draw scientific conclusions using the results of an enquiry to justify my ideas and answer questions.
I can identify scientific evidence that has been used to support or refute ideas or arguments.

Art Objectives.

<b>Painting</b>
I can select paintbrushes according to their shape and size.
I can apply different pressure to change brush strokes.
I can direct brush marks effectively and with purpose to create form and texture.
<b>Colour theory</b>
I am beginning to understand that different colours have different strengths and this impacts quantity of paint used when mixing colours.
I am beginning to understand that different colours have different strengths and this impacts on the choice of starting colour when mixing paints.
I can mix a range of tints and shades.
<b>Autumn Unit - Portraits</b>
I can make observational drawings of eyes and use these to inform decisions regarding form, texture and colour for my own self portrait.
I can observe and compare my own facial features measurements against standard measurements (face shape, position and width of eyes and mouth and the position and length of ears and nose).
<b>Spring Unit – Observational Drawing</b>
I can use a view finder to support the composition of observational sketches.
I can use a variety of pencils and marks to represent form and texture.
<b>Summer Unit -Clay Sculpture</b>
I can experiment with making textures and patterns in a material.
I can use influences from a sculptor to produce designs.
I can use my hands to manipulate a material into a 3D form (squash, squeeze, pinch, smooth and scrunch.)
I can recreate a piece of sculpture which is a unique 3D form.

## Computing Objectives.

<b>Information Technology – Word Processing, Presentation and Data</b>
I can format text appropriately for its purpose
I can use Word Art
I can cut and paste between applications e.g. to copy a picture from the Internet
I can work independently to create a multi slide presentation that includes speaker notes.
I can use transition and animation to improve the quality of the presentation.
I can include sounds and moving graphics in the slide.
I can present to a large group or class using the notes made.
I can choose information to put into a data table
I can design a questionnaire to collect information
I can make graphs from the calculations on my spreadsheet
<b>Computer Science - Programming</b>
I can use numbers to represent things such as how fast things are moving, and where they are
I can generate random numbers and how these can be used in simulations
<b>Finding Things Out</b>
I can make more complex searches on the internet e.g. use advance search functions in Google (quotations)
I understand that websites such as Wikipedia are made by users (linked to E-Safety)
I understand I need to use strategies to check the reliability of information (cross check with another source such as a book)
I can skim read and sift information
I understand that good online research involves processing the information (rather than copying) and interpreting it for others
I recognise issues of copyright and the importance of acknowledging sources
<b>E-Safety</b>
I understand our school's e-safety code of conduct
I have developed an awareness of relevant e-safety issues such as cyber bullying.
I understand my role in keeping myself and my peers safe (reporting)
I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website
I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school
I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.
I can recognise that everyone on the internet is not who they say they are.
I can recognise and act upon unacceptable behaviours online or on electronic devices
I know what is appropriate to share and am aware of my digital footprint.
<b>I know to contribute positively to online blogs, chat sites, forums</b>

## Design and Technology Objectives.

### Functional Structures.

<b>Design</b>
I can an understanding of existing bridges and their properties to inform my designs.
I can use exploded diagrams to design their structure.
I can develop a clear idea of what must be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.
<b>Make</b>
I can select appropriate materials, tools and techniques.
I can measurements and mark out accurately.
I can cut and join with accuracy to ensure a good-quality finish to the product.
I can make a strong ,self-supporting structure.
<b>Evaluate</b>
I can weigh and measure accurately (weight and time).
I can evaluate my product against the original design specification.
I can evaluate their product personally and seek evaluation from others.
<b>Technical knowledge</b>
I can use my understanding of how to strengthen, stiffen and reinforce in my structure.

## Geography Objectives.

<b>Locational knowledge</b>
I can locate the world's countries (with different climate zones, where earthquakes occur, where mountain ranges and volcanos are, where rivers run through).
I understand that topography describes the physical <b>features</b> of an area of land. These <b>features</b> typically include natural formations such as mountains, rivers, lakes, and valleys.
I know that contour lines on a map tells me about the topography of the land.
I can identify the position and significance of latitude and longitude.
I can identify (revisit) the position and significance of the equator, Northern Hemisphere and Southern Hemisphere.
I can identify the position and significance of the Prime/Greewich Meridian and time zone (including day and night).
<b>Human and physical geography - describe and understand key aspects of:</b>
Different climate zones – I can identify on a map different climate (extreme temperatures) around the world including: hottest, coldest, driest and wettest places / countries.
Different climate zones – I understand key aspects about the different climate zones.
Different climate zones – I can use my knowledge to compare and contrast (two) different climate zones.
Mountains – I can identify the physical differences between a mountain and a volcano.
Volcanoes – I understand and can explain how a volcano erupts.
Volcanoes – I can identify and name the main parts of a volcano.
Volcanoes – I understand what tectonic plates are and what the 'ring of fire' is.
Earthquakes – I understand that earthquakes are caused by moving tectonic plates and use this knowledge to identify where they are most likely to happen.
Earthquakes – I know what effects earthquakes can have on landscapes and people.
Earthquakes – I understand what a Richter scale is and explain that not all earthquakes are deadly.
Rivers – I know the key physical features of a river and use the correct geographical vocabulary.
Rivers – I understand how rivers change the landscape through erosion, transportation and deposition.
Water cycle – I understand that the water cycle is a way in which water moves around our planet and that without this cycle of water, plants would not grow and humans and animals would not survive.
Water cycle – I can identify the key aspects of the water cycle.
<b>Geographical skills and fieldwork</b>
I can use maps, atlases, globes and digital/computer mapping to locate countries.
I know what some of the symbols on an ordnance survey map represent.
I can read and use 6 figure grid references.
I can use symbols and keys to read ordnance survey maps.

## History Objectives.

<b>Chronological understanding</b>
I can place current study on time line in relation to other studies.
I can use terms related to the period and sequence and date events.
I can identify and make comparisons between different times in the past.
<b>Range and depth of historical knowledge</b>
I can examine causes and results of great events and understand the impact on people.
I can compare life in early and late 'times' studied.
I understand and can and compare aspects of different people.
<b>Interpretations of history</b>
I can compare theories of how something happened from different sources – fact or fiction
I can offer some reasons for different versions / theories.
<b>Historical enquiry</b>
I understand that our knowledge of the past is constructed from different sources.
I am beginning to identify primary and secondary sources.
I understand why the Romans invaded Britain.
I know about the Roman Empire by AD42.
I can select relevant sections of information.
I can use books and internet for research with increasing confidence and independence.
I can use evidence to build up a picture of a past event.
I can ask a variety of questions – to follow my own inquiry.
<b>Historical Study</b>
I understand about lives of significant individuals in the past who have contributed to national and international achievements – Mohammed Ali
I know about Roman Empire and how it impacted Britain.
I understand what made the Roman army so powerful.
I understand how the Roman army defeated the Celts.
I know how the British resisted the invasion – Boudica.
In depth study of Ancient Egypt – I know about mummification and pyramids.
I understand how the life of a Pharaoh was was different from the life of a slave.
I know how Ancient Egyptians communicated.

## R.E. Objectives.

<b>Autumn 1 – What is the best way for a Hindu to show commitment to God?</b>
I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.
I can express why I think Hindus might choose different ways to show commitment to God.
<b>Autumn 2 – Is the Christian story true?</b>
I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.
I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.
<b>Spring 1 – How can Brahman be everywhere and in everything? Interpretations of history</b>
I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.
I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing.
<b>Spring 2 – How significant is it for Christians to believe God intended Jesus to die?</b>
I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
I can start to consider the goals and purpose I would like for my life.
<b>Summer 1 – Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</b>
I can say how considering the outcomes of an action can affect how you choose to act.
I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.
<b>Summer 2 – What is the best way for a Christian to show commitment to God?</b>
I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.

## Modern Foreign Languages Objectives.

<b>Speaking and listening</b> Listen attentively to spoken language and show understanding by joining in and responding.
I can listen and show understanding of more complex familiar phrases and sentences.
<b>Speaking and listening</b> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words
I can follow the text of familiar rhymes and songs identifying the meaning of words.
<b>Speaking and listening</b> Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
I can ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.
<b>Speaking and listening</b> Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.
I can use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.
<b>Songs, stories and rhymes</b> Appreciate stories, songs, poems and rhymes in the language.
I can follow the simple text of a familiar song or story and sing or read aloud.
<b>Reading and writing</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
I can read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.
<b>Reading and writing</b> Read carefully and show understanding of words, phrases and simple writing.
I can read and show understanding of a complex sentence using familiar language.
<b>Reading and writing</b> Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
I can use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.
<b>Reading and writing</b> Describe people, places, things and actions orally and in writing.
I can write and say a more complex sentence to describe people, places, things and actions using a language scaffold.
<b>Reading and writing</b> Write words from memory and adapt these to create new sentences, to express ideas clearly.
I can write familiar complex sentences from memory with understandable accuracy.

Year Five Curriculum Objectives.

**Grammar**

**Understand basic grammar appropriate to the language being studied; key features and patterns of the language.**

I can use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. I can apply the rules of the agreement of adjectives in the singular and plural with some accuracy.

I can produce positive and negative sentences with high frequency verbs and pronouns.

## Music Objectives.

### Year 4, 5 and 6 progressive string instruments.

<b>A. First Access 1</b>	
<b>Internalising</b>	
	I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2 pitches.
<b>Structural awareness</b>	
	I can follow signals for a basic structure e.g. play - sing – play.
<b>Developing expression</b>	
	I show awareness of loud & soft, long & short.
<b>Solo ensemble playing</b>	
	I can follow hand signals to start and stop as a whole class, opportunities to play individually and in pairs / small groups.
<b>Understanding where music is from.</b>	
	I can play 2 - 3 different styles of music, some may begin to identify key instruments and features.
<b>Technique</b>	
	I can play both pizzicato and arco.
	I hold my bow correctly.
	I play on the correct string through bow control.
	I use open strings and first finger.
	I have the correct posture.

<b>B. First Access 2</b>	
<b>Internalising</b>	
	I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2-3 pitches with increasing accuracy.
<b>Structural awareness</b>	
	I can follow signals for a structure e.g. AB, ABA.
<b>Developing expression</b>	
	I follow hand signals for loud & soft, long & short.
<b>Solo ensemble playing</b>	
	I follow hand signals for loud & soft, long & short. I can follow hand signals to start and stop as a whole class, opportunities to play individually and in pairs / small groups.
<b>Understanding where music is from.</b>	
	I can play in 4 - 5 different styles of music, some may begin to identify key instruments and features.
<b>Technique</b>	

Year Five Curriculum Objectives.

I have developed bow control for more advanced articulation (e.g. staccato and legato).
I have increased note range.
I can cross between open strings through developed bow control.
I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2-3 pitches with increasing accuracy.

<b>C: Transition to NQF 1</b>	
<b>Internalising</b>	
	I can maintain a pulse, copy a rhythm, play and sing back a two-bar phrase within the range of a 3 <sup>rd</sup> .
<b>Structural awareness</b>	
	I can follow signals for a basic structure e.g. AB, ABA. Read basic rhythm notation (semibreve, minim, crotchet, quaver- sleep, stride, walk, running).
<b>Developing expression</b>	
	I demonstrate increasing expression and musicality through singing and playing, developing control and attention to dynamics, articulation, tone and well-shaped phrasing.
<b>Solo ensemble playing</b>	
	I can play short solo phrases with increasing independence.
	I can follow simple performance directions from a conductor, e.g. clear starts and ends of pieces.
<b>Understanding where music is from.</b>	
	I am beginning to identify key instruments and features within a range of pieces of music.
<b>Technique</b>	
	I have Increased note range.
	I can build towards a one octave major scale.
	I have developed bow control to cross between strings both open and fingered.
	I show greater control of dynamics and articulation.
	I show appropriate use of down and up bows.

<b>D: Music Medal Bronze / NQF 1</b>	
<b>Internalising</b>	
	I can maintain an appropriate pulse and sense of rhythm.
	I can copy the rhythm of a short extract, e.g. a simple two bar phrase.
	I can play and sing back a two bar phrase within the range of a 3 <sup>rd</sup> with increasing accuracy.
<b>Structural awareness</b>	
	I demonstrate understanding of structure through performing and creating music, e.g. Head, riff, break, call & response.
	I follow repeat signs.
	I can read basic pitch notation.
<b>Developing expression</b>	

Year Five Curriculum Objectives.

I demonstrate increasing confidence, expression, skill and level of musicality through singing and playing, e.g. performing a Music Medal bronze piece, being able to use at least two of the following skills: varied dynamics, clear articulation, controlled tone and well-shaped phrasing.
<b>Solo ensemble playing</b>
I can maintain an independent part as a soloist.
I follow performance directions from a conductor, e.g. changes of dynamics, clear starts and stops, change of section.
<b>Understanding where music is from.</b>
I can play music from different traditions, styles and genres and am able to play and create rhythmic and melodic patterns.
<b>Technique</b>
I use a wider range dynamic appropriately.
I have developed bow control for more advanced techniques (e.g col legno, accents etc.)
I have developed posture of left-hand position (i.e. straight wrist for violins/violas and correct thumb/elbow position for cellos etc).

<b>E: Grade 1</b>
<b>Internalising</b>
I can maintain a strong sense of pulse and recognise when going out of time.
I can copy the rhythm of a short extract, e.g. a two bar phrase including syncopation.
I play and sing back a two bar phrase within the range of a 4th.
<b>Structural awareness</b>
I demonstrate understanding of structure through performing and creating music, e.g. head / improvise / head structure in a jazz performance.
I follow repeat, DS, DC and coda signs as appropriate.
<b>Developing expression</b>
I demonstrate increasing confidence, expression, skill and level of musicality through singing and playing, e.g. Performing a Grade 1 piece with appropriate use of dynamics, articulation and phrasing.
<b>Solo ensemble playing</b>
I maintain an independent part in an ensemble and as a soloist.
<b>Understanding where music is from.</b>
I play music from different traditions, styles and genres and be able to play and improvise in an appropriate style.
<b>Technique</b>
I have developed bow control for more advanced techniques (e.g slurs and broken slurs) slurring across strings.
I have increased dexterity of left hand for faster tempi.
I demonstrate consistent intonation.
I demonstrate fingered string crossing 4th Vln/vla.

## P.E. Objectives

<b>Personal – Embrace Challenge</b>
I see all new challenges as opportunities to learn and develop.
I recognise my strengths and weaknesses.
I set myself appropriate targets.
<b>Social – Improve Others</b>
I can give and receive sensitive feedback to improve myself and others.
I can negotiate and collaborate appropriately.
<b>Cognitive – Make Good Decisions</b>
I have a clear idea of how to develop my own and others' work.
I can recognise and suggest patterns of play which will increase chances of success.
I can develop methods to outwit opponents.
<b>Physical – Combine with Fluency</b>
I can use combinations of skills confidently in sport specific contexts.
I can perform a range of skills fluently and accurately in practice situations.
<b>Creative – Express, Adapt and Adjust</b>
I can respond imaginatively to different situations.
I can adapt and adjust my skills, movement or tactics so that they are different from or contrast others.
<b>Health and Fitness – Prepare Myself for Activity</b>
I can self-select and perform appropriate warm up and cool down activities.
I can identify possible dangers when planning and activity.
<b>Hand Ball</b>
<b>Pass and Receive</b> - I can send using a push and overhand pass with good accuracy and receive using the two-handed high and low catch fluently against an opposing team.
<b>Shoot</b> - I can shoot using different styles of shots (vertical jump shot) with accuracy and power against an opponent.
<b>Move</b> - I can maintain a good space and use team strategy with and without a ball when attacking and defending.
<b>Basketball</b>
<b>Pass and Receive</b> - I can send and receive a chest pass, bounce pass and overhead pass with increasing accuracy against an opposing team.
<b>Shoot</b> - I can shoot using different techniques with accuracy up to 3m against a defender in a game.
<b>Move</b> - I can maintain a good space and manipulate a basketball in different directions at varied speed to attack and defend.
<b>Hockey</b>
<b>Pass and Receive</b> - I can send the ball with a push and drive pass with precision and over distance, receive the ball confidently by 'trapping' and tackle safely.
<b>Shoot</b> - I can shoot using different techniques with power and accuracy against a defender in a game.
<b>Move</b> - I can maintain a good space and manipulate a ball with a hockey stick at varied speeds around simple obstacle to attack and defend.
<b>Tennis</b>

Year Five Curriculum Objectives.

<b>Serving</b> - I can strike a ball with good control using a tennis racket over a barrier at varying distances to hit a target zone.
<b>Sending and Receiving</b> - I can strike the ball with control forehand and back hand to make a continuous rally and begin to vary power and precision to win points.
<b>Movement and Gameplay</b> - I know some simple rules of tennis and move my body in the game to strike the ball and defend a zone.
<b>Tag Rugby</b>
<b>Pass and Receive</b> - I can make successional back passes with a rugby ball in a team confidently while moving.
<b>Attack</b> - I know when run and when to pass and find space to help my team.
<b>Defend</b> - I can use some simple defensive techniques to stop an attack and know how to contribute to my team.
<b>Athletics</b>
<b>Run</b> - I can accelerate with power to run at speed for 50ms, have a good hurdling technique and sustain a run for 12minutes to beat a personal best.
<b>Throw</b> - I can use good techniques and create my maximum power in a variety of throws to best a personal best.
<b>Jump</b> - I use technique to create my maximum power do a standing long jump, speed bounce (1min) and static high jump to beat a personal best.
<b>Dance</b>
<b>Performance and musically</b> - I can perform in time and adapt my expression to a range of music.
<b>Choreography</b> - I can create and link varied movements together to form a sequence with a clear start, middle and end and develop my ideas by listening to others.
<b>Movement and expression-speed, levels and shape</b> - I can fluently change the speed, shape and level of my movements to show emotions to a range of music.
<b>Swimming</b>
<b>Distance</b> - I can swim competently, confidently and proficiently over 25m.
<b>Strokes</b> - I can use a range of strokes effectively (for example front crawl, breaststroke and back stroke).
<b>Self-Rescue</b> - I can perform safe self-rescue in different water-based situations.