



YEAR 5 PROGRESSION STATEMENTS

A year 5 scientist			
<p>Working scientifically (Y5 and Y6)</p> <ul style="list-style-type: none">• I can plan different types of scientific enquiry.• I can control variables in an enquiry.• I can measure accurate and precisely using a range of equipment.• I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.• I can use the outcome of test results to make predictions and set up a further comparative fair test.• I can report findings from enquiries in a range of ways.• I can explain a conclusion from an enquiry.• I can explain causal relationships in an enquiry.• I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.• Read, spell and pronounce scientific vocabulary accurately.	<p>Biology</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none">• I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.• I can describe the differences between different life cycles.• I can describe the process of reproduction in plants.• I can describe the process of reproduction in animals. <p><u>Animals, including humans</u></p> <ul style="list-style-type: none">• I can create a timeline to indicate stages of growth in humans.	<p>Chemistry</p> <p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none">• I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).• I can describe how a material dissolves to form a solution; explaining the process of dissolving.• I can describe and show how to recover a substance from a solution.• I can describe how some materials can be separated.• I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating)• I know and can demonstrate that some changes are reversible and some are not.• I can explain how some changes result in the formation of a new material and that this is usually irreversible.• I can discuss reversible and irreversible changes.• I can give evidenced reasons why materials should be used for specific purposes.	<p>Physics</p> <p><u>Earth and space</u></p> <ul style="list-style-type: none">• I can describe and explain the movement of the Earth and other planets relative to the Sun.• I can describe and explain the movement of the Moon relative to the Earth.• I can explain and demonstrate how night and day are created.• I can describe the Sun, Earth and Moon (using the term spherical). <p><u>Forces</u></p> <ul style="list-style-type: none">• I can explain what gravity is and its impact on our lives.• I can identify and explain the effect of air resistance.• I can identify and explain the effect of water resistance.• I can identify and explain the effect of friction.• I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.



A year 5 historian	A year 5 geographer	A year 5 artist
<ul style="list-style-type: none">• I can draw a timeline with different historical periods showing key historical events or lives of significant people.• I can use historical terms correctly.• I can summarise the main events from a period of history, explaining the order of events and what happened.• I can ask questions about historical events and changes and their causes.• I can find answers to my questions using a selection of appropriate and relevant historical sources.• I can identify and explain differences, similarities and changes between different periods of history.	<ul style="list-style-type: none">• I can explain what a hemisphere is.• I can use an atlas to locate and name the continents and oceans of the world, and countries in Europe and South America.• I can name the largest desert in the world and locate desert regions in an atlas.• I can name and locate many of the world's most famous mountainous regions in an atlas.• I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.• I can explain how time zones work and calculate time differences around the world.• I can plan a journey to a place in another part of the world, taking account of distance and time.• I can explain how a location fits into its wider geographical location with reference to human and economical features.	<ul style="list-style-type: none">• I can identify and draw objects and use marks and lines to produce texture.• I can successfully use shading to create mood and feeling.• I can organise line, tone, shape and colour to represent figures and forms in movement.• I can express emotion in my art.• I can create an accurate print design following criteria.• I can research the work of an artist and use their work to replicate a style.



A year 5 designer	A year 5 musician	A year 5 sportsperson
<ul style="list-style-type: none">• I can come up with a range of ideas after collecting information from different sources.• I can produce a detailed, step-by-step plan.• I can suggest alternative plans; outlining the positive features and draw backs.• I can explain how a product will appeal to a specific audience.• I can evaluate appearance and function against original criteria.• I can use a range of tools and equipment competently.• I can make a prototype before make a final version.• I show that I can be both hygienic and safe in the kitchen.	<ul style="list-style-type: none">• I can breathe in the correct place when singing.• I can maintain my part whilst others are performing their part.• I can improvise within a group using melodic and rhythmic phrases.• I can change sounds or organise them differently to change the effect.• I can compose music which meets specific criteria.• I can use notation to record groups of pitches (chords).• I can use my music diary to record aspects of the composition process.• I can choose the most appropriate tempo for a piece of music.• I can describe, compare and evaluate music using musical vocabulary.• I can explain why I think music is successful or unsuccessful.• I can suggest improvement to my own work and that of others.• I can contrast the work of a famous composer and explain my preferences.	<p><u>Games</u></p> <ul style="list-style-type: none">• I can gain possession by working a team.• I can pass in different ways.• I can use forehand and backhand with a racket.• I can field.• I can choose a tactic for defending and attacking.• I can use a number of techniques to pass, dribble and shoot. <p><u>Gymnastics</u></p> <ul style="list-style-type: none">• I can make complex extended sequences.• I can combine action, balance and shape.• I can perform consistently to different audiences. <p><u>Dance</u></p> <ul style="list-style-type: none">• I can compose my own dances in a creative way.• I can perform to an accompaniment.• My dance shows clarity, fluency, accuracy and consistency. <p><u>Athletics</u></p> <ul style="list-style-type: none">• I am controlled when taking off and landing.• I can throw with accuracy.• I can combine running and jumping.



A year 5 IT user	A safe IT user in Y5 and Y6	A safe IT user in Y5 and Y6
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can combine sequences of instructions and procedures to turn devices on and off. • I can use technology to control an external device. • I can design algorithms that use repetition & 2-way selection. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can analyse information. • I can evaluate information. • I understand how search results are selected and ranked. • I can edit a film. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I understand that you have to make choices when using technology and that not everything is true and/or safe. 	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> • I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family. • I understand the potential risk of providing personal information online. • I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. • I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. • I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). • I understand that some material on the internet is copyrighted and may not be copied or downloaded. • I understand that some messages may be malicious and know how to deal with this. • I understand that online environments have security settings, which can be altered, to protect the user. • I understand the benefits of developing a 'nickname' for online use. • I understand that some malicious adults may use various techniques to make contact and elicit personal information. • I know that it is unsafe to arrange to meet unknown people online. • I know how to report any suspicions. • I understand I should not publish other people's pictures or tag them on the internet without permission. • I know that content put online is extremely difficult to remove. • I know what to do if I discover something malicious or inappropriate. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • I follow the school's safer internet rules. • I can make safe choices about the use of technology. • I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. • I can create strong passwords and manage them so that they remain strong. • I can 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. • I can competently use the internet as a search tool. • I can reference information sources. • I can 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 • I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .met) to support validation of information. <hr/> <p>A year 5/6 international speaker</p> <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 4 exchanges. • I can use my knowledge of grammar to speak correctly. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points. • I can use the context to work out unfamiliar words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words and phrases.