



WILLOW FIELDS PRIMARY SCHOOL

Foundation Subjects

Medium Term Planning and Assessment Guide

YEAR 5

ART
DESIGN TECHNOLOGY
FRENCH
GEOGRAPHY
HISTORY
ICT
MUSIC
PE
PSHE
RE

Portraits	Children will:
	Express views and opinion's about their own work and that of other Renaissance artists particularly Holbein and Durer.
	Make a collaborative textile work that conveys information about a famous character in Tudor times.
	Know how to draw a portrait using combined elements of colour, line and tone to create spatial depth and shape form.
	Know how materials such as watercolours, crayon, charcoal and pencil can be used to create tonal variation.
	Understand that processes such as colour mixing can be used to produce different effects
Understand style and features of artists such as Holbein, Advance, Durer and Michelangelo and Tudor craftsmen of 16 th Century.	

Observational Drawing	Children will:
	To examine the work of LS Lowry and identify the type of medium used.
	To use a range of sketching pencils and charcoal to create observational Lowry style drawings
	To focus upon the use of line and tone particularly in the work of LS Lowry
	To develop and demonstrate critical awareness of their own and others' work.
	To use pencils to sketch outlines and fill using shading techniques.
	Use ICT to create a piece of work in the style of Lowry
To include elements such as texture and line and tone in their own sketches.	

Rothko	Children will:
	To know about great artists, architects and designers in history.
	Make careful observations of the work of Rothko and understand what made it distinctive.
	Identify the iconic work of Rothko and use the internet to look around interactive galleries, inc Tate Britain
	Producing paintings in the style of Rothko.
	To produce a painting of a famous person / object / mood etc in the style of Rothko.
To adapt their work according to their views and describe how they might develop it further.	

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Tudor Court Jester / Sceptre	Term 1 Children will:
	Examined a variety of fabric toys with moving parts.
	Investigate and analyse a range of existing products (puppets etc).
	Investigate fabric toys and how the different pieces are joined.
	Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.
	Generate and communicate ideas through discussion, annotated sketches and by making prototypes.
	Select from and use a wider range of tools and equipment to perform practical tasks accurately.
	Select from and use a wider range of materials and components, including textiles according to their functional and aesthetic properties.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Moving Toys (CAMS)	Term 2 Children will:
	Investigate and analyse a range of existing products.
	Understand how key events and individuals in design and technology have helped to shape the world.
	Investigate toys with cams and have generated a viable idea for a toy after discussion with the teacher.
	Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.
	Generate and communicate ideas through discussion, annotated sketches, exploded diagrams and cross-sectional drawings.
	Select from and use a wider range of tools and equipment to perform practical tasks accurately.
	Have made models using a construction kit to understand movement of cam, know terms cam and follower
	Select from and use a wider range of materials and components, including construction materials according to their functional and aesthetic properties.
	Understand and use mechanical systems in their products (gears, cams, levers, linkages and pulleys)
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Pop-Up Books	Term 3 Children will:
	Examined a variety of books with pop up or moving parts
	Investigate and analyse a range of existing products.
	Understand how key events and individuals in design and technology have helped to shape the world.
	Investigate books with pop-up or moving mechanisms and how they work.
	Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.
	Generate and communicate ideas through discussion, annotated sketches and by making prototypes.
	Select from and use a wider range of tools and equipment to perform practical tasks accurately.
	Select from and use a wider range of materials and components, including construction materials according to their functional and aesthetic properties.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	

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Mon Anniversaire	Children will:
	Know and use numbers 1-40
	Ask and tell the time on the hour orally.
	Teach punctuation through stories read in French.
	Practise reading and translating times on the hour.
	Recognise how analogue times on the hour are abbreviated in French e.g. 1h, 2h etc
	Begin to learn French verbs within the context of time.
	Learn French songs which contain time references.
	Link the times on the hour with the phrases du matin, de l'après-midi, du soir etc.
	Practise reading and translating verbs in the context of atypical day.
	Practise reading and translating French texts and encourage children to write their own texts.
	Learn to play French games.
	Understand and use the numbers 41-60.
	Learn and use the verbs vite and fort.
	Understand numbers when spoken by a native speaker.
	Learn the months of the year.
	Give a birthday date on request.
	Learn how birthdays are celebrated in France.
	Wish someone a happy birthday in French.
	Write the date of their own birthday in French.
Write the date in French.	
Learn the words for the different seasons.	
Practise asking and answering questions about months, weather and seasons.	

Le Monde	Children will:
	Revise countries surrounding France (French name and pronunciation) and their location.
	Revise j'habite en...
	Learn in with countries as en or au.
	Link work on weather with work on countries.
	Learn the names, pronunciation and geographical location of the capital city, key rivers and mountains.
	Learn the names and geographical locations of towns.
	Link work on weather with work on towns.
	Learn in with towns as à
	Learn about Paris.
	Say where they are going in French.
	Link work on weather with work on towns and countries.
	Learn the points of the compass.
	Describe the geographical locations of towns.
	Write 3 sentences about their home town.
Draw and write a postcard from a holiday destination in France.	

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Compass Points and Maps	Term 1 Children will:
	Use a selection of world maps to identify and locate the 7 continents and 5 oceans.
	Use atlases and maps to name and locate the seas around the United Kingdom.
	Know the 16 cardinal points of a compass. (NNE – SSW) four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
	Use appropriate geographical vocabulary relating to map reading. e.g. scale, regions, continents etc.
	Use secondary sources such as world maps and atlases to identify lines of longitude and latitude.
	Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied.
Use a range of historical and modern maps to develop an understanding of Tudor boundaries and trade routes of the 16 th century.	

Carbon Footprint	Term 2 Children will:
	List activities which harm the environment.
	List ways in which we can help reduce the amount of energy we use.
	List ways in which we can help reduce the amount of waste we produce.
	List ways in which we can save water.
	Say what will happen if we do not look after the world.
	Label a diagram showing the process of global warming.
	Design an eco friendly form of transport.
	Name the four R's and know that they are important.
	Explain what global warming is.
	Explain why the four R's are important.
	Know if an energy source is renewable or non-renewable.
Explain the meaning of renewable and non-renewable energy sources.	
Explain what other countries are doing to help the environment.	

River Wear (Ship-building and trade past and present)	Term 3 Children will:
	Examine aerial photographs of the local area and identify major landmarks (past and present) and identify the changes.
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Make a direct comparison between the past and present along the River Wear including industry, housing, commerce etc.
	Suggest similarities and differences between the human and physical features along the River Wear in the past and present.
	Use secondary sources such as maps, digital resources, photos and brochures to compare the River Wear in the past and present day.
	Identify and classify the main land uses along the River Wear and describe how they have changed over time.
	Evaluate the quality of the environment and suggest possible improvements.
	Examine plans, maps and photos to understand how features affect human activity.
	Use decision making skills to decide what measures are needed to improve the local area.
Identify and explain different viewpoints that people hold about improving the local environment.	

WILLOW FIELDS PRIMARY FOUNDATION SUBJECTS ASSESSMENT SUBJECT GEOGRAPHY YEAR 5

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Tudors	Term 1 Children will:
	Identify characteristics of rich and poor living in Tudor times and begin to understand where the Tudor period appears on a time line.
	Understand main differences between homes of rich and poor Tudors.
	Identify the main characteristics of Henry VIII from portraits and written sources.
	Understand implications of Henry VIII's divorce from Catherine Of Aragon and the subsequent changes in the church.
	Use ICT based sources to find out about people and events in Tudor times.
	Investigate lives of sailors and aspects of sea life during the Tudor period considering different interpretations.
	Know famous explorers and navigators of Tudor times and plot routes of major voyages.
	Recognise that there are different historical interpretations of people and events.
Use evidence to make inferences about Tudor life.	
Local History on the River Wear	Term 3 Children will:
	Identify buildings / industry / land use along the River Wear in Sunderland by examining secondary evidence such as photographs and documents.
	Collect historical information from secondary sources and field trips to the River Wear
	Suggest similarities and differences between the past and present by studying changes to buildings, industry and land use along the River Wear.
	To identify how and why Sunderland has developed over time.
	Present information to the class in oral, visual and written form.
Speculate about future changes to Sunderland.	

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Searching The Web	Term 1 Children will:
	Describe how internet search engines find a store data.
	Develop use of more advanced searching techniques egg searching for a phrase using quotation marks to locate precise information.
	Distinguish between fact and opinion and make informed choices about the sources of online information used to inform their work.
	Use appropriate strategies for finding, critically evaluating, validating and verifying information egg using different key words, skim-reading etc
Develop skills to question where web content might originate from and understand that this gives clues to authenticity and reliability egg by looking at web addresses, authors, contact us sections and linked pages.	
Presenting	Term 1 Children will:
	Develop and use criteria to evaluate design and layout for a range of resources including websites, on-line resources and presentations.
	Develop the use of hyperlinks to produce more effective, interactive presentations.
	Develop consistency across a document, using the same styles of font, colour, size for headings, body text etc
Independently select, process and import images, video and sounds from a variety of sources to enhance presentations.	
KODU	Term 2 Children will:
	Create and refine sequences of commands.
	Devise, test and refine more effective control sequences incorporating conditional statements.
	Talk about how they made their program and justify the choice they made for both function and design.
Critically evaluate programs and say what they liked and what could be done to improve it.	
Google Forms – Data Handling	Term 2 Children will:
	Design a capture form egg a questionnaire or table to collect information to answer a specific question.
	Solve complex enquiries involving selecting, processing and presenting data; drawing conclusions from their work egg is there a relationship between mini-beast habitat and diet?
	Construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts.
Present data to a specified audience and display findings in other software egg through presentation software.	
Sound Editing	Term 3 Children will:
	Independently select, edit, manipulate and combine sound files from a range of sources to create a composition which could be broadcast for a specific purpose and audience egg a sound byte or podcast.
	Use ICT to produce music or sound effects for a specific purpose, considering the impact on the audience egg length, style or genre.
Create own sounds and compositions to add to presentations, projects and films.	

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WILLOW FIELDS PRIMARY SCHOOL FOUNDATION SUBJECTS ASSESSMENT DOCUMENT MUSIC
Based on Charanga Term 1 – Wider opportunity Trumpet / Carol Concert Term 2 – Wider opportunity Trumpet / Classroom Jazz 1 Term 3 – Stop / Don't Stop Believing!

Listen and Appraise	Listen with direction to a wide range of high quality music.
	Find the pulse whilst listening to internalise the pulse.
	Understand the pulse and its role in the foundation of music.
	Confidently recognise different instruments.
	Recognise and explore many varied musical styles and traditions and their basic style indicators.
	Develop an understanding of the history and context of music.
	Use the correct musical language to discuss their feelings and emotions, likes / dislikes related to music.
	Begin to discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.
Games	Find the pulse within the context of different songs / pieces of music with ease.
	Internalise the pulse.
	Understand that the pulse doesn't change within the context of the song or piece of music but the rhythm does.
	Reproduce sounds from an increasing aural memory.
	Begin to understand how the pulse, rhythm and pitch work together.
	Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music.
	Build on their progress from keeping a steady pulse to clapping rhythm; improvising a rhythm; using pitch and improvising using the voice.
Singing	Have a good understanding of working together in an ensemble or as a group singing.
	Understand the importance of warming up voices, good posture and projecting their voices.
	Sing songs and melodies musically.
	Have a greater understanding of melody and words and their importance.
	Sing together with confidence, melody and words which increase in difficulty.
	Sing in two parts and maintain their own part.
	Listen to a song and learn it as instructed.
	Sing in an ensemble producing a round sound, clear diction, control of pitch and begin to understand how two parts fit together.
Playing Instruments	Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise (compose and explore)
	Begin to play easy and medium parts of a tune with notation.
	Use band instruments, including trumpets, when appropriate.
	Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency and control.
	Play differentiated parts with a sound before symbol approach and using noted scores.
	Choose parts according to ability and begin to play them musically.
	Continue to treat each instrument with respect and using the correct techniques to play them.
	Continue to learn to play together in a band or ensemble.

Improvising	Explore and create musical sounds with voices and instruments.
	Understand that when you improvise, you make up your own tune within boundaries.
	Improvise within a group and on their own within the context of the song being learned, reproducing sounds from an increasing aural memory.
	Improvise melodically using 3 or 4 notes.
	Make up own rhythmic patterns that lead to melodies.
	Begin to understand musical improvisation – a melody or tune that makes sense.
	Confidently perform their own rhythms and melodies using voice or an instrument.
	Improvise and perform in solo or group contexts.

Composing	Create own tunes and melodies within the context of the song they are learning.
	Choose, combine and organise patterns and musical ideas within musical structures with understanding.
	Compose melodies using 3 or 4 notes.
	Record composition in any way appropriate.
	Notate music in different ways, using graphic / pictorial notation, ICT and begin to record using formal notation where appropriate.

Performing	Work together in an ensemble or band.
	Appreciate the importance of starting and ending together.
	Sing and rap, in one or two parts, to each other and to an audience with control and accuracy.
	Play tuned or untuned instruments with more control and rhythmic accuracy.
	Improvise part of a performance, playing solo or as part of a small group.
	Practice, rehearse and present performances with an awareness of the audience.
	Appreciate that performances can influence how music is presented.
	Read or understand music that is notated in different ways, using graphic or pictorial notation, ICT and formal notation.

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Dance	Children will:
	Create and perform simple routines, participate in group dances. Use simple vocabulary to talk about their own work and that of others.
	Plan a dance individually and in small groups.
	Perform different styles of dance fluently suggesting ways to improve their work and that of others.
	Plan and perform own dance routines with confidence, creating dance phrases for themselves and others. Organise own warm up and cool down exercises.
Recognise benefit of PE to physical and mental health.	

Games	Children will:
	Understand rules of a game. Perform basic skills sending, receiving and travelling, send, receive and intercept a ball with control & accuracy.
	Use a range of tactics in attack and defence.
	Read game situations effectively and respond appropriately.
	Pace themselves during challenges and competitions.
Organise and play a range of small-sided games. E.g. Hockey, netball, football, rugby runder, basketball.	
To mark opponents effectively and work comparatively in attack and defensive positions.	
Develop basic skills for a range of net, striking/fielding and invasion type games.	

Gymnastics	Children will:
	Devise a simple sequence of actions. Shapes and balances. Repeat sequences successfully.
	Understand the importance of warm up and cool down within exercise programmes
	Devise Increasingly complex sequences of contrasting actions, shapes and dynamics.
	Lead a group and prepare a sequence demonstrating clear movements and transfer smoothly from one movement to another.
Identify successful elements of a performance in dance, gym, games and athletics and suggest improvements for future performance.	
Perform increasingly more complex sequences incorporating changes of level, direction and speed.	
Select appropriate actions, body shapes and balances from themes of balance and symmetry.	

Athletics	Children will:
	Know different styles of jumping & practise them,
	Recognise there are different kinds of running
	Learn how to throw a quoit like a discus
	Throw with control, accuracy & efficiency
	Practise different jumps showing power , control & consistency at take off & landing
	Sustain pace over longer distances

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Statement
Know that they are valued at school.
Understand how it feels to do or start something new and why.
Have strategies to cope with uncomfortable feelings and to calm themselves when necessary.
Know how others may be feeling when they are in an unfamiliar situation.
Explain how they go about solving a problem and can give examples of problems that they have solved.
Understand their rights and responsibilities in the school.
Know some of the things that help us in school to learn and play together.
Know that if they don't agree with something in school, how to go about trying to change things.
Understand the need for rules in society and why we have the rules we do in school.
Know what their triggers are for anger and what happens to them when they get overwhelmed.
Consider the short and long term consequences of their behaviour so that they make wise choices, even when they feel angry.
Know that they are responsible for the choices that they make and the way that they behave.
Say things and do things that are likely to make a situation better.
Explain the things that they or others sometimes do or say in a conflict situation that usually makes things worse.
Use their skills of solving problems peacefully to help other people to resolve conflict.
Explain the things you should do / skills you need to become a good leader.
Know that different ways of behaving are appropriate to different types of relationships.
Accept and appreciate people's friendship and try not to demand more than they can give.
Know the skills and attributes to be an effective learner.
Know what some of the people in the class like or admire about me.
Recognise and celebrate their own achievements.
Can set themselves goals or challenges.
Apply what they have learned to their daily lives.
Explain what they need to learn next.
Can be a critical friend to others and myself.
Can tell the difference between showing that I am proud and boasting.
Know that boasting makes other people feel inadequate or useless.
Understand how my strong feelings might build up and how I might be overwhelmed by my feelings.
Have strategies to help them when they feel useless or inadequate.
Can feel positive even when things are going wrong.
Can disagree with someone without falling out and can cope when someone disagrees with them.
Is able to make a judgement about when to take a risk.
Knows what embarrasses them and how to cope with embarrassment.
Recognise when they are using a put-down.
Recognises stereotyping and can challenge stereotypes.
Aware of common responses to difficult changes and that they are sometimes similar to our responses when we are experiencing loss.

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The Importance of Worship	Children will:
	Know that worship is an important activity through which faith communities express beliefs.
	Recognise that worship has key features which express beliefs.
	That worship can be communal or an individual activity and can be expressed in a variety of ways.
	Consider the meaning of worship for themselves.
	Understand that prayer is an important part of worship and personal devotional life.
	Know that faith adherents believe that prayer has an effect in their lives and the wider world.

Sikhism	Children will:
	Recognise who is the leader of the Sikh faith.
	Identify the religious beliefs of Sikh's and how they direct and influence their daily lives.
	Know about the foundations of Sikhism and what it means to be a Sikh.
	Know that the Gurdwara is the Sikh place of worship.
	Learn about the Guru Granth Sahib.
	Recognise the importance of the 5 K's in the daily lives of the Sikh faith.
Understand the importance of festivals and the Golden Temple.	

Places of Worship	Children will:
	Classify different types of religious buildings and objects.
	Know that beliefs, ideas and feelings can be expressed in a variety of ways.
	Know what sort of objects and artefacts are found in religious buildings.
	Understand that religious buildings and objects have meanings for their users.
	Give reasons for the relative significance of different objects and relate them to the teachings of Christianity.
	Know why members of different Christian religious groups ascribe meanings to objects.
	Use metaphor and symbol as a way of explaining meaning.
	Know that religious objects and symbols carry multiple meanings.
	Reflect upon what a Christian building, that they have visited, means to a believer.
	Know how the form of a building and its furnishings are linked to religious worship and beliefs.
	Know about the beliefs of different Christian denominations.
	Recognise that some aspects of Christian belief are shared between churches and others are not.
Classify and structure information and communicate understanding to others.	

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