

Y5 Endpoints

Pupils can:

Science

- describe and compare different reproductive processes and life cycles in animals
- name, locate and describe the functions of the main parts of plants involved in reproduction
- identify and describe what happens when dissolving occurs in everyday situations;
- describe how water changes state at different temperatures, using this to explain the water cycle
- describe how to separate mixtures and solutions into their components
- identify, with reasons, whether changes in materials are reversible or not
- use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams.

Geography

- identify the position and significance of lines of longitude and latitude, including the Tropics of Cancer and Capricorn
- identify human and physical features of Thanet on an ordnance survey map
- describe and understand the interaction between physical and human processes (the location of Baghdad and trade routes; the effect of volcanoes and earthquakes on human processes in Italy; Ramsgate Tunnels built in chalk cliffs)
- describe and understand key aspects of physical geography: rivers, mountains, volcanoes, earthquakes, erosion
- describe and understand key aspects of human geography, including: land use and natural resources
- describe geographical similarities and differences by comparing tectonic activity in the UK and Italy
- use six-figure grid references
- use fieldwork to observe, measure, record and present the human and physical features in the local area (Ramsgate Tunnels)

History

- know the chronology of key events during WWII
- understand and use historical vocabulary: democracy, dictatorship, caliph, prophet
- identify and describe causes and effects in terms of Thanet's unique experience and role in WWII
- describe the changes to the role of women brought about by WWII
- describe and evaluate the significance of Early Islamic achievements and their impact on modern life
- identify the expansion of the Early Islamic Civilisation as part of an overarching theme of imperialism
- describe why some time periods have little evidence remaining (Early Islam) where others have a wide range of primary sources (WWII)

Art

- research and discuss the ideas and approaches of various artists, craftspeople and designers, taking account of their particular cultural context and intentions
- explain the meaning of the key concepts vocabulary
- describe the processes they have used to achieve high quality outcomes
- engage in open ended research and exploration in the process of initiating and developing their own personal ideas
- confidently and independently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information
- confidently investigate and exploit the potential of new and unfamiliar materials
- use their acquired technical expertise to make work which effectively reflects their ideas and intentions

- regularly analyse and reflect on their progress, taking account of what they hoped to achieve and making notes to record their reflections

DT

- research products, contexts and potential users, using surveys, interviews, questionnaires and web-based resources
- use the results of investigations and information sources, including ICT, to develop design ideas
- draw up a specification for their design
- communicate their ideas through detailed labelled drawings, indicating the features that will appeal to intended users and how particular parts will work
- measure, mark out, cut, shape and join a range of materials with accuracy, using appropriate tools, equipment and techniques
- apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens
- weigh and measure accurately (time, dry ingredients, liquids)
- describe how seasons may affect food availability; and how food is processed into ingredients that can be eaten or used in cooking
- describe how different outputs can be achieved using Lego WeDo (computer-controlled products)
- critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make and make necessary modifications
- evaluate their products against the original design specification, carrying out appropriate tests

ICT

- describe how HTML is used to create a web page and how it is transmitted as packets of digital data over the internet
- plan how to make a webpage, using decomposition to break the problem down and solve it by working through the elements they have identified
- use sequence and repetition in the construction of the code for their webpage and use logical reasoning to detect errors in algorithms
- evaluate the quality of information located (text, audio, images and video), looking for bias or questioning assumptions that have been made
- use multiple digital devices (chromebooks, ipads) to take photographs and films; and upload them to their webpages
- use built-in search tools to filter results from a search engine, such as by time, location or reading level
- create a presentation using features of Google Slides, using information that has been researched
- know about the importance of encrypted (HTTPS) connections when browsing the web and of using strong passwords to protect their identity online
- know that they can also report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police
- describe how to act responsibly when creating, editing or commenting on web pages or blog posts

PSHE

- describe features of a positive, healthy relationship
- show some understanding of when they should agree to 'keeping something confidential or secret' and when it is right to 'break a confidence' or 'share a secret'
- know school rules about health and safety; basic emergency aid procedures; and where and how to get help
- know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety
- know how their body will, and their emotions may, change as they approach and move through puberty
- know about human reproduction in simple terms
- know that they have the right to protect their body from inappropriate and unwanted contact; and identify ways to get support if they have fears for themselves or their peers

- know that everyone has basic human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

RE

- outline clearly a Christian understanding of what God is like, using examples and evidence
- outline Jesus' teaching on how his followers should live
- give interpretations of two of Jesus' parables and say what they might teach Christians about how to live
- outline how and why places of worship fulfil special functions in the lives of believers and the community
- describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims
- describe the connections between the key functions of the mosque and the beliefs of Muslims
- describe the significance of the Holy Qur'an to Muslims
- describe different views on why people believe in God or not, including their own ideas
- define the terms theist, atheist and agnostic

Music

- sing with attention to accuracy in rhythm, pitch and dynamics
- sing and play percussion in a group piece with changes in tempo and dynamics
- play as part of an ensemble, focusing on steady beat and placing notes accurately together
- interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities
- play and improvise using the whole tone scale
- evaluate and refine compositions with reference to the inter-related dimensions of music
- hear and understand the features of the whole tone scale
- identify changes in tempo and their effects

PE

- describe why exercise is good for fitness, health and wellbeing
- sustain their pace over longer distances, e.g. sprint for seven seconds, run for one/two minutes
- know the difference between attacking and defending skills
- accurately perform a longer gymnastic sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction
- compose, develop and adapt motifs to make dance phrases and use these in longer dances
- read a variety of maps and plans accurately, recognising symbols and features
- choose and use information to evaluate their own and other's work

French

- name and recognise eight (and spell some) of the nouns) for pets in French, including the correct article for each
- create a longer phrase using the connectives ET ("and") or MAIS ("but")
- repeat and recognise the months of the year
- ask when somebody has a birthday and say when they have their birthday
- say the date
- say and recognise the vocabulary for weather
- name and recognise ten foods and drinks that are considered good for your health
- name and recognise ten foods and drinks that are considered bad for your health
- say what activities they do to keep fit and healthy during the week
- integrate new and previous language writing a letter home as an evacuee living in the countryside
- name some of the countries in the Francophone world
- use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).