



# Sheepscombe Primary School

## Our Curriculum Key Performance Indicators

by Year group

## Year 5

This document outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including work produced, observations, discussion, performance and summative testing.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Sheepscombe School teaches through a Thematic curriculum. The Overview of the themes for each year can be accessed in a separate document. Teachers plan using a Termly Critical path that serves as a Medium Term Plan, where they ensure that children's interests are followed as well as ensuring there is full curriculum coverage over the course of the year or the Key Stage as outlined in the National Curriculum which can be accessed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

Due to being a small school with mixed age classes, some areas of learning may be taught on a rolling cycle where there is no cross over between year groups. Staff then use daily or weekly plans to support their teaching.

We follow the agreed syllabus for Gloucestershire for R.E which can be viewed here

<https://www.gloucester.anglican.org/category/education/re-syllabus/>

### Year 5 Key Performance Indicators

	SCIENCE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Working Scientifically	<b>Plan different types of scientific enquiries and use test results to make predictions to set up further comparative fair test</b>						
	Take measurements, using a range of scientific equipment, with increasing accuracy and precision						
	Report and present findings from enquiries, in oral and written forms such as displays and other presentations						
	Identify scientific evidence that has been used to support or refute ideas or arguments						
<b>Animals including Humans</b>	Describe the changes as humans develop to old age						
<b>Earth and Space</b>	Describe the movement of the Earth, Moon, and other planets in the solar system						
	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky						
<b>Force and Magnets</b>	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object						
	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces						
	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect						
<b>Living Things and their Habitats</b>	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird						
	Describe the life process of reproduction in some plants and animals						
<b>Materials</b>	Compare and group together everyday materials on the basis of their properties						
	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating						
	Demonstrate a knowledge of reversible and irreversible changes						

### Year 5 Key Performance Indicators

	<b>COMPUTING</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Online Safety</b>	Identify the importance of staying safe online by choosing age-appropriate games and websites and know how the information could be used.						
<b>Programming</b>	Begin to use variables to increase programming possibilities						
<b>Programming</b>	Use logical thinking, imagination and creativity to extend a program						
<b>Multimedia</b>	Use text, sound and video editing tools to refine work						
<b>Technology in our lives</b>	Describe the different parts of the internet and use search engines to find information and check its reliability						
<b>Handling Data</b>	Use spreadsheets and databases to collect and organise information						

	<b>FRENCH</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Speaking &amp; listening</b>	Listen to and show <b>understanding of familiar phrases &amp; sentences</b> (e.g. responding with an action)						
<b>Speaking &amp; listening</b>	Follow the text of rhymes, stories and songs, <b>joining in and identifying the meaning of words</b>						
<b>Speaking &amp; listening</b>	<b>Ask and answer</b> simple and more complex <b>questions</b> (with scaffolded set of responses) response (e.g. How are you? <i>Ça va?</i> )						
<b>Reading</b>	<b>Read aloud</b> a range of sentences with accurate <b>pronunciation</b> (silent letter rules, in particular)						
<b>Reading</b>	<b>Read</b> and show <b>understanding of</b> words, phrases and longer sentences						
<b>Reading &amp; writing</b>	Use a bilingual <b>dictionary</b> to find the meaning of specific nouns, adjectives and verbs						
<b>Reading &amp; writing</b>	<b>Write</b> and say <b>simple &amp; more complex phrases</b> and sentences to give information or present an idea (e.g. describe something; express like or dislike)						
<b>Reading &amp; writing</b>	<b>Write</b> sentences <b>from memory</b> with understandable accuracy						
<b>Grammar</b>	Produce <b>positive and negative sentences</b> using common verbs and pronouns (e.g. I like football/don't like)						
<b>Grammar</b>	Apply the rules for <b>adjective agreement</b> with some accuracy (ie. Use masculine, feminine or plural forms (e.g. <i>grand vs grande</i> ))						

### Year 5 Key Performance Indicators

	<b>HISTORY</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Historical enquiry</b>	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past						
<b>Historical enquiry</b>	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions, including investigation own lines of enquiry						
<b>Chronological understanding</b>	Order and describe significant events, movements and dates on a timeline						
<b>Historical Interpretation</b>	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history						
<b>Historical Interpretation</b>	Give reasons why there may be different accounts of history and evaluate evidence to choose the most reliable forms						
<b>Organisation and communication</b>	Plan and present a self-directed project or research about the studied period						
<b>Knowledge and understanding</b>	Give own reasons why changes may have occurred, backed up by evidence						
<b>Knowledge and understanding</b>	Describe similarities and differences between some people, events and artefacts studied and explain how they have influenced life today						

	<b>GEOGRAPHY</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Geographical enquiry and fieldwork</b>	Compare maps with aerial photographs and recognise places of maps on different scales						
<b>Geographical enquiry and fieldwork</b>	Use 8 compass points and 4 figure grid references						
<b>Geographical enquiry and fieldwork</b>	Use maps, atlases and globes to find features of places, and draw maps based on own data						
<b>Locational knowledge</b>	Locate major countries and cities in Europe and ask geographical questions						
<b>Locational knowledge</b>	Identify the position of the Tropics of Cancer and Capricorn, Arctic and Antarctic circle						
<b>Human and physical geography</b>	Describe aspects of human geography, including trade links						
<b>Human and physical geography</b>	Describe and understand key features of rivers, volcanoes, earthquakes and the water cycle						

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	<b>PE</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Swimming</b>	Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course)						
<b>Games</b>	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, netball, rounders and tennis) and show principles suitable for attacking and defending.						
<b>Gym</b>	Show flexibility, strength, control and balance [for example, through gymnastics].						
<b>Dance</b>	Perform and create dance routines using a range of more complex movement patterns. Critically compare their performances with previous ones and demonstrate improvement to achieve personal best.						
<b>Outdoor Adventurous activities</b>	Take part in outdoor and adventurous activity challenges both individually and within a team (e.g. Pencelli and PGL residential.)						
<b>Competition</b>	Successfully communicate, collaborate and compete with each other.						

	<b>MUSIC</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Listening</b>	Use musical language to appraise a piece of music						
	Develop an increasing understanding of the history and context of music						
<b>Performing</b>	Improvise with increasing confidence using own voice, rhythms and varied pitch						
	Play and perform in a group and alone using voices and instruments with some accuracy, control, fluency and expression						
<b>Composing</b>	Use and develop an understanding of formal, written notation including beats in a bar						
<b>Responding and reviewing</b>	Listen and appraise using appropriate musical vocabulary, identify characteristics of a piece and repeat using voice or instrument						

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	<b>DT</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Cooking and nutrition</b>	Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat						
<b>Processes</b>	Use research into existing products and market research to inform the design of an innovative product						
<b>Processes</b>	Create prototypes to show ideas						

	<b>ART</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Learning</b>	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work						
<b>Learning</b>	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product						
<b>Techniques</b>	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions						
<b>Techniques</b>	Mix colours to express mood, divide foreground from background or demonstrate tones						
<b>Techniques</b>	Experiment with using layers and overlays to create new colours/textures						
<b>Techniques</b>	Develop skills in using clay including slabs, coils and slips						

### Year 5 Key Performance Indicators

<b>Processes</b>	Make careful and precise measurements so that joins, holes and openings are in exactly the right place						
<b>Processes</b>	Make detailed evaluations about existing products and their own considering the views of others to improve work						