



## Year 5 Key Skills: 'What makes the earth angry?'

<p><b>History</b></p> <ul style="list-style-type: none"><li>• Can they use dates and historical language in their work?</li><li>• Can they use their mathematical skills to work out exact time scales and differences as need be?</li></ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"><li>• Can they name and locate many of the world's most famous mountain regions on maps?</li><li>• Can they describe how volcanoes are created?</li><li>• Can they describe how earthquakes are created?</li><li>• Can they confidently describe physical features in a locality?</li><li>• Can they locate and name some of the world's most famous volcanoes?</li><li>• Can they describe how volcanoes have an impact on people's lives?</li></ul>
<p><b>Computing</b></p> <ul style="list-style-type: none"><li>• Can they listen to streaming audio such as online radio?</li><li>• Can they download and listen to podcasts?</li><li>• Can they produce and upload a podcast?</li><li>• Can they manipulate sounds using Audacity?</li><li>• Can they select music from open sources and incorporate it into multimedia presentations?</li><li>• Can they work on simple film editing?</li></ul>	<p><b>Science</b></p> <p><b>Properties and changes to materials</b></p> <ul style="list-style-type: none"><li>• Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?</li><li>• Can they explain how some materials dissolve in liquid to form a solution?</li><li>• Can they describe how to recover a substance from a solution?</li><li>• Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?</li><li>• Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?</li><li>• Can they describe changes using scientific words? (evaporation, condensation)</li><li>• Can they demonstrate that dissolving, mixing and changes of state are reversible changes?</li><li>• Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?</li><li>• Can they use the terms 'reversible' and 'irreversible'?</li></ul>

<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> <li>• Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</li> <li>• Can they create digital images with animation, video and sound to communicate their ideas?</li> </ul>	<p><b>PE</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Can they make complex or extended sequences?</li> <li>• Can they combine action, balance and shape?</li> <li>• Can they perform consistently to different audiences?</li> <li>• Are their movements accurate, clear and consistent?</li> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movements?</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they contrast the work of famous composers and show preferences?</li> </ul>
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