

QUEENS' FEDERATION CURRICULUM KEY SKILLS

Later Years (Years 5 & 6)

LY	Science	History	Geography	RE	PSHCE	Art	D&T	Computing	Music	PE	MFL
Investigate	<p>Formulate their own scientific questions and plan in detail different types of scientific enquiry</p> <p>Take measurements with precision and accuracy, repeating readings when appropriate</p>	<p>Undertake a pupil-led historical enquiry</p> <p>Use primary & secondary evidence</p>	<p>Ask questions about why differences exist between places and whether they are good/necessary</p> <p>Investigate & understand the interactions between people and places</p>	<p>Raise and suggest answers to questions of sacredness, identity, diversity, belonging, meaning, purpose, truth and commitment</p> <p>Carry out independent research into aspect of a religion</p>		<p>Use sketchbooks with greater independence to record from first-hand experience, collect information, and use them to review and revisit ideas.</p> <p>Compare and contrast the ideas, intentions and techniques of artists, working in different times and cultures</p>	<p>Consider if a product is fit for purpose/customers' needs, & understand how this affects the design & materials</p> <p>Compare & contrast the ideas, intentions & techniques of designers in different times and cultures</p> <p>Find out where ingredients come from & understand seasonality</p>	<p>Interpret findings, checking the quality & reliability of information.</p> <p>Find specific functionality in a program to produce a desired outcome.</p>	<p>Explore & respond to music from a range of genres & times, and gain an understanding of why & how music has changed</p> <p>Explore how musical elements (e.g. pitch, duration, dynamics, tempo, timbre, texture & silence) can be used to communicate different moods & effects</p>		<p>Read a range of writing from original sources</p> <p>Find out about the location and lives of French speakers across the world</p>
Solve Problems	<p>Consider variables when planning scientific enquiries, the effects these will have and how to control them</p>	<p>Analyse and assess different views on historical events & decisions</p>	<p>Consider impact of different agendas in decision-making processes (e.g. town planning)</p>	<p>Describe the similarities & differences within and between religions, making links and explaining the impact on people's attitudes and lifestyles</p>	<p>Continue to develop strategies to make decisions, manage risks & handle problems, choosing when to apply them</p> <p>Continue to develop their positive relationships and help younger children to resolve their conflicts.</p>	<p>Make deliberate choices about specific tools, materials and techniques to use to achieve particular effects</p>	<p>Produce detailed plans through various media, showing an awareness of a customer's needs</p> <p>Check, modify and improve designs based on their purpose and function</p>	<p>Enter new coding to achieve a specific outcome.</p> <p>Identify an error in coding and change incorrect code when programming a complex set of instructions.</p>	<p>Apply musical structure to produce organised compositions</p>	<p>Show & refine strong tactical awareness</p>	<p>Use a bilingual dictionary to look up new words</p> <p>Make reasoned guesses about word meaning from context and other clues</p>
Create		<p>Use drama & sustained role play to develop empathy with people from a different time period</p>	<p>Make models and draw plans & maps of settlements accurately to meet specific criteria including using digital technologies</p>	<p>Express and explore beliefs and values which inspire and influence themselves and others, using the creative arts</p>		<p>Use a range of tools, materials & techniques, showing control and attention to detail</p> <p>Select techniques to match their intention</p>	<p>Follow & adapt plans as necessary to make quality products that are functional and aesthetic</p> <p>Use tools with some precision</p> <p>Apply a range of cooking techniques and principles of a varied diet when preparing dishes</p>	<p>Develop & present ideas, making choices about the appropriate medium, content and structure</p> <p>Demonstrate a clear understanding of audience and purpose.</p>	<p>Sing and play songs, in unison & parts, with clear pitch, expression and diction</p> <p>Perform, compose and improvise confidently, with increasing control and awareness of the audience</p>	<p>Continue to refine skills, improving technique and quality of movement</p> <p>Select and apply skills, showing effective partner-work</p>	<p>Present ideas and information orally and in writing to a range of different audiences.</p>
Communicate	<p>Record, organise and choose how to present more complex data in a wide variety of ways (e.g. scientific diagrams, keys, tables, scatter graphs, line graphs)</p> <p>Make detailed predictions & draw conclusions, drawing on causal explanations & scientific evidence</p>	<p>Communicate in detail what they have learnt about a particular period, tailoring it to a particular audience</p>	<p>Consistently use correct geographical vocabulary</p> <p>Read and understand a range of maps, atlases and globes, understanding their different purposes and using 8 points of the compass</p>	<p>Use developing religious vocabulary to describe & show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings, expressions</p> <p>Show respect for other people's beliefs, while expressing a difference of opinion</p>	<p>Continue to refine their ability to express opinions through discussion and negotiation and starting to use objectivity and empathy.</p>	<p>Apply & extend understanding of colour, pattern & texture, line & tone, shape, form and space, using this vocabulary to discuss their own and others' art works</p>	<p>Give detailed presentations of finished products, including answering questions & discussing problems, limitations & possible solutions</p>	<p>Choose the most suitable and safe form of communication to suit their purpose & aid their learning, including online tools.</p>	<p>Explain techniques and intentions of music clearly and specifically using musical vocabulary</p> <p>Read music at basic level & use it to develop key notation and composition skills</p>	<p>Use detail & specific vocabulary to discuss & evaluate performance</p>	<p>Engage in conversations, asking and answering questions; expressing opinions and responding to others</p> <p>Communicate by writing in clear sentences</p>
Evaluate	<p>Evaluate and refine experiments as they carry them out, and discuss their confidence in the results</p> <p>Assess the safety risks in an investigation and explain how to manage them</p>	<p>Understand what they can gather from different sources of evidence</p> <p>Begin to understand bias</p>	<p>Develop understanding of responsibility as a global citizen</p> <p>Explore issues and develop a balanced account of an issue, considering different viewpoints around current debates e.g. fair trade</p>	<p>Evaluate the beliefs and values of themselves and others and make links to their commitments and behaviour</p>	<p>Consider the impact on others of their feelings and actions based on those feelings.</p> <p>Deal with mistakes that they make and with increasing independence and initiative, identify areas for personal improvement. Model to younger children how to deal with mistakes.</p> <p>Taking a more responsible and proactive approach to helping the wider community.</p>	<p>Compare ideas, techniques and approaches in their own and others' work with attention to detail</p> <p>Adapt their work as they go along and explain how they might develop it further</p>	<p>Reflect on & make ongoing changes to a design based on testing & awareness of its purpose</p>	<p>Compare ICT with other methods and decide which would be more appropriate and why.</p> <p>Describe the effectiveness of their work with ICT, including how to improve it.</p>	<p>Appraise, evaluate and improve own and others' musical compositions, using detailed and specific vocabulary</p>	<p>Evaluate & improve performance, focusing on multiple compositional elements/techniques</p> <p>Have clear, detailed understanding of the importance and effects of exercise/ warming up and the benefits of a healthy lifestyle</p>	<p>Link the spelling, sound and meaning of words</p> <p>Develop clear, accurate pronunciation and help correct that of others</p>