Key Skills Assessment Criteria
Year 5

	Drawing and Painting	3D Work and Collage	Printing	Textiles
Art	Uses a range of materials to produce line, tone and shade	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour Selects and uses materials to achieve a specific outcome	Create printing blocks by simplifying an initial sketch book idea Use relief of impressed method Create prints with three overlays	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques

	Information Technology	Computer Science	Digital Literacy
Computing	Confidently use a range of software tools. Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools Select tools which they can use to help them achieve a specific aim and justify these choices to others Continue to use, search, enter data into and create their own databases continue to use technology, including spreadsheets to create graphs and present data in different ways	Design and create a simple program that completes a given task including controlling or simulating a physical system. Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker. Use variables in my coding. Explain how increasingly complex algorithms work. Use selection (IF statements) to alter the way my programs run Understand how search engines order their results.	Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data Recognise that the Internet may contain material that is irrelevant, biased, implausible and inappropriate Understand issues of copyright and how they apply to their own work I can use the internet to communicate (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).

	Design	Make	Evaluating / Technical Knowledge	Cooking and Nutrition
Design Technology	To generate ideas through brainstorming and identify a purpose for their product To draw up a specification for their design To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail To use results of investigations, information sources, including ICT when developing design ideas Model their ideas using prototype and pattern pieces	To use a wider range of appropriate material, tools and techniques To measure and mark out accurately To use different tools and equipment safely and accurately To cut and join with accuracy to ensure a good-quality finish to the product	To evaluate a product against the original design specification To evaluate it personally and seek evaluation from others Evaluate how learning from science and Mathematics can help design and make products that work	To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens To have a basic understanding of how food is grown, reared or caught in the UK To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source Use a range of techniques when such as peeling and chopping To weigh and measure dry ingredients and liquids accurately

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	Know more about the features of a variety of places around the world from local to global	Understand more about the links between different places and that some places depend on each other	Describe and begin to explain geographical patterns and a range of physical and human processes Recognise that these interact to affect the lives and activities of people living there Understand how people can both improve and damage the environment	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom in the past and present Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
History	Make comparisons between different times in history. Begin to describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.	Identify and describe key features and their impact on today's society. Understand why some civilisations have been successful and why others have not. Have some awareness of historical concepts and make some connections, draw some contrasts and analyse some trends. Examine causes and results of great events and the impact on people.	Begin to identify primary and secondary sources. Use evidence to build up a picture of life in the time studied. Identify different views and begin to suggest different reasons why they have occurred.	Use historical terminology appropriate to the topic. Make use of dates to structure their work. Begin to form arguments. Record and communicate knowledge in different forms – work independently and in groups showing initiative.

	Listening	Performing	Composing
Music	Identify the tempo and Dynamics using musical vocabulary. Identify instruments by timbre if appropriate (Female, Electric etc). Identify Calls & Responses	Accurately play correct notes on tuned instruments. Perform with increasing dexterity. Sing with expression	Compose rhythms and notes individually in sections of music. Compose as a class, judging if a note 'sounds' right or in time. Understand basic pitch and rhythmic notation.

	Games	Dance	Gymnastics	Athletics	Swimming
PE	Travel with a ball showing changes of speed and directions using either foot or hand Use a range of techniques when passing, eg high, low, bounced, fast, slow Hit the ball with purpose, varying speed, height and direction Hit the ball from both sides of the body Judge how far they can run to score points	Explore ideas from different dance styles Compose dances expressively Organise their own warm up and cool down to suit activities Understand why it is important to warm up	Perform actions in a fluent and consistent performance Create sequences and adapt Know and understand the basic principles of warming up and why it is important Understand why physical activity is good for overall health Evaluate and improve their own and other work	Develop skills from the 3 main aspects of athletics – running, jumping and throwing Used running, jumping and throwing; investigated in small groups different ways of performing these activities Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.	Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills Swim competently, confidently and proficiently over a distance of at least 25 metres Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges Perform self-rescue in different water-based situations Describe and evaluate the quality of swimming and recognise what needs improving

	Language Skills
Languages	Listen attentively to spoken language and show understanding by joining in and responding
	Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
	Speak in sentences, using familiar vocabulary, phrases and basic language structures
	Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
	Present ideas and information orally to a range of audiences
	Read carefully and show understanding of words phrases and simple writing
	Appreciate stories, songs, poems and rhymes in the language
	Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.
	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	Describe people, places, things and actions orally and in writing
	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.

	Working Scientifically	Geology, Mixtures & Separation
Science	Can take accurate measurement using standard units.	Can compare different rocks based on their appearance and their physical properties.
	Can gather data to answer a question.	Can group different rocks based on their appearance and their physical properties.
	Can record data to answer a question.	Can use a microscope to identify and classify rocks according to whether they are made of grains or crystals.
	Can report findings using simple scientific language.	Can describe how fossils are formed.
	Can report findings using drawings.	Can recognise that soils are made from rocks and organic matter.
	Can report findings using labelled diagrams.	Can explore different soils and identify similarities and differences between them.
	Can report findings using a table.	Can use my knowledge of solids, liquids and gases to decide how to separate a mixture (including filtering, sieving and evaporating).
	Can use results to draw a simple conclusion.	Can demonstrate that dissolving is reversible.
	Can take accurate and precise measurements using scientific equipment.	Can demonstrate that mixing is reversible.
	Can take repeat measurements where appropriate.	Can demonstrate that changes of state are reversible.
	Can record data and results using diagrams with labels.	Can explain that some changes result in the formation of a new material and that this kind of change is usually irreversible.
	Can record data and results using tables.	
	Can record data and results using bar and line graphs.	

	Working Scientifically	Electricity
Science	Can ask relevant questions.	Can identify common appliances that run on electricity.
	Can conduct a scientific enquiry to answer my own questions.	Can name basic electrical components – cells, wires, bulbs, switches and buzzers.
	Can set up a simple scientific enquiry.	Recognises that a switch can be open or closed.
	Can make careful observations.	Can identify whether or not a lamp will light, based on whether or not the lamp is part of a complete loop with a cell.
	Can take accurate measurement using standard units of measure.	Knows that a switch can control whether a lamp will light in a simple series circuit.
	Can plan different types of scientific enquiries to answer questions.	Recognises some common conductors.
	Can recognise and control variables.	Recognises some common insulators.
	Can take accurate and precise measurements using scientific equipment.	Knows that metals are good conductors.
	Can take repeat measurements where appropriate.	Can draw a circuit using conventional circuit symbols.
		Can associate the brightness of a lamp and the volume of a buzzer with the voltage of cell used.
		Can associate the brightness of a lamp and the volume of a buzzer with the number of cells used.
		Can compare variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).
		Can give reasons for variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).
		Can use recognised symbols when representing a simple circuit on a diagram.
		Knows what precautions to take to work safely with electricity.

	Working Scientifically	Environment, Ecology and Evolution
Science	Can use results to draw a simple conclusion. Can use results to make a prediction for further values. Can identify difference, similarities and changes related to simple scientific ideas. Can use test results to make further predictions which will feed into further comparative and fair tests. Can report findings from an enquiry both orally and in writing. Can make a conclusion based on a test. Can explain results from an enquiry. Can identify a degree of trust within an enquiry. Can suggest improvements to be made to an investigation.	Knows that animals need the right types and amounts of nutrition. Knows that animals cannot make their own food. Can explore and use classification keys to group living things in the wider environment. Can explore and use classification keys to identify and name living things in their local environment. Knows that environments can change and that this can pose dangers to living things. Knows that living things have changed over time. Knows that fossils provide information about living things that inhabited the Earth millions of years ago. Knows that living things produce offspring, but normally offspring are not identical to their parents. Knows that animals are adapted to suit their environment in different ways. Knows that adaptation can lead to evolution. Can describe the difference in the life cycles of mammals, amphibians, insects and birds. Can describe the life process of reproduction in some animals.