

EPS Endpoints

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 5

HISTORY	GEOGRAPHY	SCIENCE
Research and understand what an archaeologist does and why they excavate certain sites Study and research objects – ask and answer questions about them? Make suggestions and judgements about what the objects discovered at Sutton Hoo tell us about the person buried there. To research and understand some of the tensions involved in the settlement of the Anglo- Saxons as well as ways of life and matters that impact on us still. To draw conclusions and links – that can be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. Compare and contrast with other ancient civilisations (Ancient Greece Yr 3 and Ancient Sumer Yr4) Explain and describe about life and the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt Describe how and why they built pyramids, Use relevant historical vocabulary. Suggest reasons why they traded. To show interpretations of pharaohs and queens and their actions Evaluate, reach a judgement, Describe the main changes in this period of history (using such terms as: social, religious, political, technological and cultural) Understand key concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. Use words and phrases, vocabulary to communicate including:- Dates, era, century, continuity, legacy, time period, chronology, change, decade. Use original ideas and ways to present information. To use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Compare how cultures have been influenced over time.	Identify and locate on a world map the main ranges of fold mountains in the world together with areas of high and low ground on a map of the United Kingdom; Reach a judgement about the challenges faced by people like farmers living and working in mountainous areas such as the Cambrian mountains of Wales; Explain why reservoirs are often built in mountainous areas of the United Kingdom and reach judgements and justify their views as to how water might be used more sustainably at home and at school; Identify and locate Britain's National Parks on a map of the United Kingdom and explain why they are so important and attract millions of visitors every year; Reach and justify a conclusion as to why National Parks are described as 'Britain's breathing spaces'. Summarise the similarities and differences and reach a conclusion about how the physical and human geography of Heimaey in Iceland compares with that of their home area; Evaluate the benefits and drawbacks of living on an active volcanic island such as Heimaey and reach a judgement and justify their view as to what people here might best do in the future;	WORKING SCIENTIFICALLY Plan fair experiments and explain the variables used. Take accurate measurements using appropriate scientific equipment (recognising the importance of taking repeated measurements). Record data using: Labelled scientific diagrams/Classification keys/Tables/Bar charts/Line charts. Research and critique other (or future) tests to support or disprove ideas. Present findings orally and in a written report. Vocabulary – variables, measurements, accuracy, precision, comparative and fair test, causal relationship, degree of trust, support, refute ideas, systematic, quantitative measurements. ELECTRICITY Identify whether or not a lamp, light or buzzer will work in a simple series circuit, based on whether or not it is part of a complete loop with a battery. Associate the brightness of a lamp or the volume of a buzzer with the number (and voltage) of cells used in the circuit. Use recognised symbols when representing a simple circuit in a diagram. Recognise and explain about some common conductors and insulators, and associate metals with being good conductors. ROCKS Compare and group together different kinds of rocks on the basis of their appearance and physical properties: Igneous, sedimentary, metamorphic rocks. Evaluate the effects of physical and chemical weathering. Describe how fossils are formed when things that have lived are trapped Recognise and explain how soils are made from rocks and organic matter. LIVING THINGS & EVOLUTION Discuss the evidence which shows how living things have changed over time, identify a range of factors which can result in extinction of a species. Identify how adaptation may lead to evolution, and explain some reasons why evolution is important for survival in different environments. Recognise and explain why offspring of the same species can vary and are not always identical to their parents Describe what classification is, knowing that living things can be classified. Recognise that fossils provide information about living things from millions of years ago
ART & DESIGN	DESIGN AND TECHNOLOGY	COMPUTING
Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Create mixed media art using found and reclaimed materials. Select materials for a purpose Select and mix more complex colours to depict thoughts and feelings. Extend and develop a greater understanding of applying expression when using line Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape Develop understanding of texture through practical making activities. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Study the work of male and female artists.	Come up with range of ideas after collecting information from different sources. Produce a detailed, step-by-step plan. Suggest alternative plans; outlining the positive features and draw backs. I can consider the user of my product when designing and test my product with intended users. I can use their feedback to evaluate my product. I can work hygienically and safely when preparing food products. I can discuss the importance of seasonality and culture related to food products. I can use my knowledge of structures to create a photo frame. I can create more complex electrical systems.	•Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. •Use sequence, selection and repetition in programs; work with variables and various forms of input and output. •Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. •Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. •Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. •Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information •Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact

CORE SKILLS		
Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
READING	WRITING	MATHS
<i>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. Even though pupils should now be able to independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex texts.</i> WORD READING 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 2. Read age-appropriate books with confidence and fluency DISCUSSION ABOUT BOOKS 1. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 2. Recommending books that they have read to their peers, giving reasons for their choices 3. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Learning a wider range of poetry by heart 5. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 6. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 7. Reading books that are structured in different ways and reading for a range of purposes 2A VOCABULARY AND UNDERSTANDING 1. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 2. Asking questions to improve their understanding 2B KEY ASPECTS AND EVENTS 1. Retrieve and record information from non-fiction 2C IDENTIFICATION OF MAIN THEMES 1. Identify and discussing themes and conventions in and across a wide range of writing 2. Summarise main ideas from more than one paragraph 2D INFERENCES 1. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2E PREDICTIONS 1. Predicting what might happen from details stated and implied 2F SEQUENCES 1. Identify / explain how information / narrative content is related and contributes to meaning as a whole 2G LANGUAGE STRUCTURE AND PRESENTATION 1. Identify / explain how meaning is enhanced through choice of words and phrases, structure and presentation 2H COMPARISONS 2. Make comparisons across texts that are accurate and appropriate	COMPOSITION: APPLYING VOCABULARY, GRAMMAR AND PUNCTUATION A pupil can write for a range of purposes and audiences, including correct use of: 1. nouns and noun phrases modified by prepositional phrases to expand and develop ideas (e.g. the hooded man dwelled beneath the bridge) 2. relative clauses (punctuated by commas) that begin with relative pronouns – who, which, that (e.g. the silver chalice, that stood over a foot high, held the gaze of the crowd) 3. Adverbs to indicate possibility (e.g. surely, perhaps) 4. Modal verbs (could, would, should, will, must, can) 5. a range of punctuation sometimes used correctly such as: * brackets * dashes; • commas; • commas to avoid ambiguity (e.g. let's eat Grandma/let's eat, Grandma and their colours were red, orange, black and white and green/their colours were red, orange, black and white, and green) COMPOSITION: STRUCTURING AND ORGANISING <i>The structure and organisation of writing is increasingly informed by its audience, purpose and context, through the consistent use of:</i> 1. paragraphs to group related ideas or material 2. pronouns and nouns are used to aid cohesion and clarity and avoid repetition 3. subordinating conjunctions 4. coordinating conjunctions 5. adverbs to express time place (prepositions); • manner; • frequency COMPOSITION: PLANNING, DRAFTING, EVALUATING, EDITING AND PROOF READING Writing demonstrates most features of the selected form, as appropriate to audience, purpose and context, arising from discussions of models of writing and their own reading. Pupils can: 1. Plan, draft, write, proof-read and edit work 2. Proof-read work for spelling and punctuation errors TRANSCRIPTION: SPELLING Spelling rules and patterns (50%) as listed in the 'English Programmes of Study: Key Stages 1 and 2 National Curriculum in England – Appendix 1 for Year 5 & 6' are consistently applied, including: 1. most prefixes and suffixes are used correctly (un-, dis-, re-, ly) 2. most common homophones e.g. accept/except; grate/great; scene/seen) TRANSCRIPTION: HANDWRITING Correct use of: 1. Legibility, fluency and speed through choice of joining specific letter	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit; including counting forwards and backwards in steps of powers of 10. Use and interpret negative numbers in context, and calculate intervals across zero. Add and subtract whole numbers with more than 4 digits flexibly. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Compare and order fractions, including mixed number and improper fractions whose denominators are all multiples of the same number. Solve problems involving numbers up to 3 decimal places including reading, writing, ordering and comparing numbers. Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling. Convert between different units of measure (e.g. kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Calculate and compare the areas of rectangles, including standard units of square cm and square m, and estimate the area of irregular shapes. Know angles are measured in degrees and estimate, compare, draw and measure acute, obtuse and reflex angles. Identify angles at a point and one whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90°. Identify, describe and represent coordinates in the first quadrant. Complete, read and interpret information in tables, including timetables.

MUSIC	PHYSICAL EDUCATION	LANGUAGES
Know and can sing/rap four songs off by heart: To perform • Sing or play from memory confidently. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato (repeated rhythm) to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). To compose • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. To transcribe • Devise non-standard symbols to indicate when to play and rest. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. To describe music • Use a wide range of musical vocabulary when listening to music. pitch, dynamics, tempo, timbre, texture, sense of expressive solo, lyrics, melody, occasion, rounds, harmonies, accompaniments drones, cyclic, combinations, patterns • Describe how lyrics often reflect the cultural context of music and have social meaning.	Dance • I can compose my own dances in a creative way. • I can perform to an accompaniment. • My dance shows clarity, fluency, accuracy and consistency. GAMES • Gain possession by working a team. • Pass in different ways. • Use forehand and backhand with a racket. • I can field. • Choose a tactic for defending and attacking. • Use techniques to pass, dribble and shoot. GYMNASTICS • I can make complex extended sequences. • I can combine action, balance and shape. • I can perform consistently to different audiences. ATHLETICS: • Controlled when taking off and landing. • Throw with accuracy. • Combine running and jumping.	Listen and understand a more complex sentence Ask and answer a variety of questions with support holding a conversation with at least four exchanges. Use my knowledge of grammar to speak correctly through manipulating vocabulary to say a more complex sentence for example: positive and negative with support Follow the text of a familiar song, story or rhyme. Use a bi-lingual dictionary to find the gender of a noun Read (aloud) and show understanding of a more complex sentence using the context to work out unfamiliar words and noting the main point. Write familiar complex sentences using a model and some from memory using articles, nouns, verbs, adjectives. Demonstrate understanding of gender of nouns Explain position of colour adjective.
RE	PSHE	VALUES
Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues Appreciate and appraise varied dimensions of religion. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives	Myself & My relationships – Taking responsibility for happy & safe relationships, Making people feel welcome Can communicate, empathise and compromise, building an awareness of online benefits and risks to mental health and understand human rights RSE – Can talk about the human body confidently knowing male and female sexual parts names and functions and self-hygiene Citizenship Understand self-perception and self-evaluation Know own strengths, skills and abilities for future ambitions. Has skills of problem solving and perseverance Knows how to be a good listener Knows what they want to improve and can respond to feedback Understand media and stereotypes Healthy Lifestyles Understand mental health and risk to it Sun, water, road safety Safe use of internet, influence of media, Understands responsibility to safe to keep own others mental health safe. Understand healthy diet and the role of exercise Knows purpose of age restrictions	BRITISH VALUES: • Democracy • Rule of Law • Individual Liberty • Respect & Tolerance SCHOOL VALUES: Ambitious, Creative, Resilient, High expectations, Positive attitude, Persevere, Responsibility, Respect. School Vision: Empowering and preparing for success in a changing world. Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary. <pre> graph LR English[ENGLISH] --> Curriculum[CURRICULUM] Curriculum --> Math[MATH] Math --> English </pre>