



# The Creative Learning Journey

## Year 5 / 6

### Knowledge and Understanding of the World

#### Design Technology - Designing

- Pupils will carry out appropriate tests before making any improvements.
- Pupils will plan what they have to do, suggesting a sequence of actions and alternatives if needed
- Pupils will reflect on the progress of their work, identifying ways they could improve their products.

#### Design Technology - Making

- Pupils will explore the qualities and how to use the materials and processes.
- Pupils will measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials accurately.
- Pupils will select appropriate tools and techniques from an extended range.
- Pupils will use appropriate finishing techniques to strengthen and improve appearances of their product, using a range of equipment including ICT.

#### Design Technology - Rigid and flexible materials

- Pupils will independently use a range of materials and components making choices based on their developing knowledge of how they should be used.

#### Geography - Communicating

- Identify and explain different views that people including themselves, hold about topical geographical issues.

#### Geography - Investigating

- To use appropriate field work techniques and instruments.

#### Geography - Locating places, environments and patterns

- Recognise and describe physical and human processes.
- To describe how spatial patterns of places and environment are connected.
- To draw plans and maps at a range of scales to follow directions, estimate and calculate distances.
- To use atlases and globes and maps and plans at a range of scales to locate places using 4 figure grid references.

#### History - Chronological awareness

- Place events, people, and changes into correct periods of time.
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

#### History - Historical Enquiry

- Show some understanding that aspects of the past have been represented and interpreted in different ways.

#### History - Interpretation of history

- Identify changes within and across different periods.

#### History - Organisation and communication

- Begin to produce structured work, making appropriate use of dates and terms.

#### Design Technology - Designing

- Pupils will independently develop, explain and record ideas clearly.
- Pupils will independently generate and clarify a number of ideas for products, considering intended purpose.
- Pupils will independently work with detailed plans. Communicate design ideas in different ways as these develop, considering use and purpose.

#### Design Technology - Making

- Pupils will make realistic plans
- Pupils will measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with precision.
- Pupils will refine finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT

#### Design Technology - Rigid and flexible materials

- Pupils will develop their knowledge of the efficient use of materials.

#### Geography - Communicating

- Communicate understanding using correct geographical vocabulary, and by selecting appropriate methods.
- Demonstrate decision making skills about geographical issues, distinguishing between fact and opinion.

#### Geography - Investigating

- Analyse evidence and draw conclusions.
- Ask questions, describe and explain geographical patterns, similarities, differences and physical and human processes.

#### History - Chronological awareness

- Use an increasing depth of factual knowledge about the history of Wales, Britain and other areas to describe past societies and periods and begin to make links between them.

#### History - Knowledge and understanding

- Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied.

### Personal, Social and Emotional Development

#### Active citizenship

- Be aware that there are different types of relationships.
- Recognise and challenge stereotypes.
- Resolve differences by looking at alternatives, making decisions and explaining choices

#### Health and emotional well being

- Develop sensible rules for road use.

#### Moral and spiritual wellbeing

- Reflect on what it means to belong to a faith community and develop ways of communicating others responses.

#### RE - Learning From Religion - Engaging with fundamental questions

- Describe the variety of practices and ways of life in religions.
- Understand how these stem from/ closely connect with beliefs and teachings.

#### RE - Learning From Religion - Exploring religious beliefs, teachings and practices

- Identify and begin to describe the similarities in religions.
- Investigate the importance of religion in the local community.
- Investigate the importance of religion Nationally and globally.
- Make connections between forms of religious expression.
- Understand the importance of religious expression.

#### RE - Learning From Religion - Expressing personal responses

- Describe religious and other responses to ethical questions.
- Describe religious and other responses to ultimate questions.

- Use and interpret information about religions from a range of sources.
- Use specialist vocabulary to communicate their knowledge and understanding.

#### Active citizenship

- Realise the consequence of anti-social and aggressive behaviour.
- Recognise the role of voluntary, community and pressure groups.

#### Health and emotional well being

- Recognise as they approach puberty how people's emotions change.
- Use basic techniques to resist peer pressure to behave in an unacceptable or risky way.

#### Moral and spiritual wellbeing

- Reflect on ideas of right and wrong and their own responses to them.

#### Prepare for lifelong learning

- Continue to develop relationships through work and play
- Continue to greet and talk with a wider range of adults .

#### RE - Learning From Religion - Engaging with fundamental questions

- Describe the key people, stories and key tradition in religions.
- Learn how these influence the belief and values of others.

#### RE - Learning From Religion - Exploring religious beliefs, teachings and practices

- Investigate the importance of religion globally
- Investigate the importance of religion nationally.

### Creative Development

#### Art and Design - Investigating

- Investigate: the natural environment the made environment the world of imagination using a variety of materials.

#### Art and Design - Making

- Use their experience and knowledge of different materials, tools and techniques experimentally and expressively.

#### Art and Design - Understanding

- Use their knowledge and understanding of materials and techniques to communicate ideas and meanings.

#### Music - Appraising

- Discuss and evaluate music, beginning to make connections between their own and other's work.
- Listen to and appraise music.
- Recognise and describe musical characteristics.

#### Music - Composing

- Communicate ideas and emotions through music.
- Improvise, compose and begin to arrange music.

#### Music - Performing

- Communicate with others when performing.
- Play instruments, using appropriate playing techniques with control of sound and begin to increase dexterity.

#### Art and Design - Investigating

- Extend skills in use of materials when investigating the natural, manmade and imaginary world.
- They make drawings and use other methods selectively to explore, interpret and record their ideas and feelings from observation, experience and imagination.

#### Art and Design - Making

- Combine and organise visual and tactile qualities to suit intentions, manipulating materials and techniques.
- They experiment practically and imaginatively with a variety of methods, materials, tools and techniques, applying a broad knowledge of visual, tactile and sensory qualities.

#### Art and Design - Understanding

- Pupils make comparisons between the methods and techniques used in their own work and that of others, communicating their ideas and feelings imaginatively, and clearly indicating an understanding of the methods and purposes used by others from various cul

#### Music - Appraising

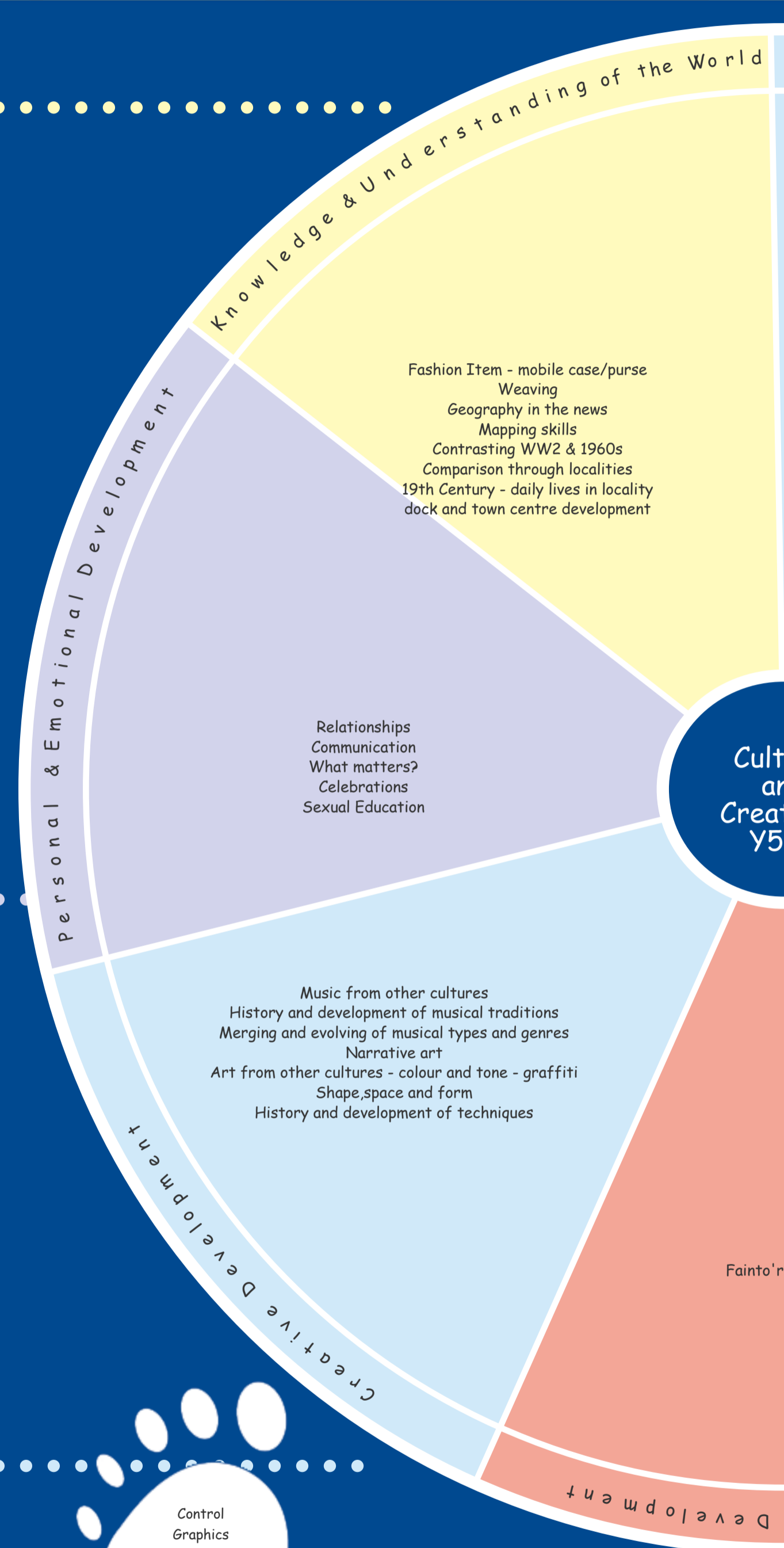
- Discuss and evaluate music, beginning to make connections between their own and other's work.
- Listen to and appraise music.

#### Music - Composing

- Develop and refine musical ideas and evaluate their work in order to improve it.
- Improvise, compose and begin to arrange music.

#### Music - Performing

- Maintain an individual instrument part in a group piece.
- Plan and make decisions about which music to perform and how to perform it.

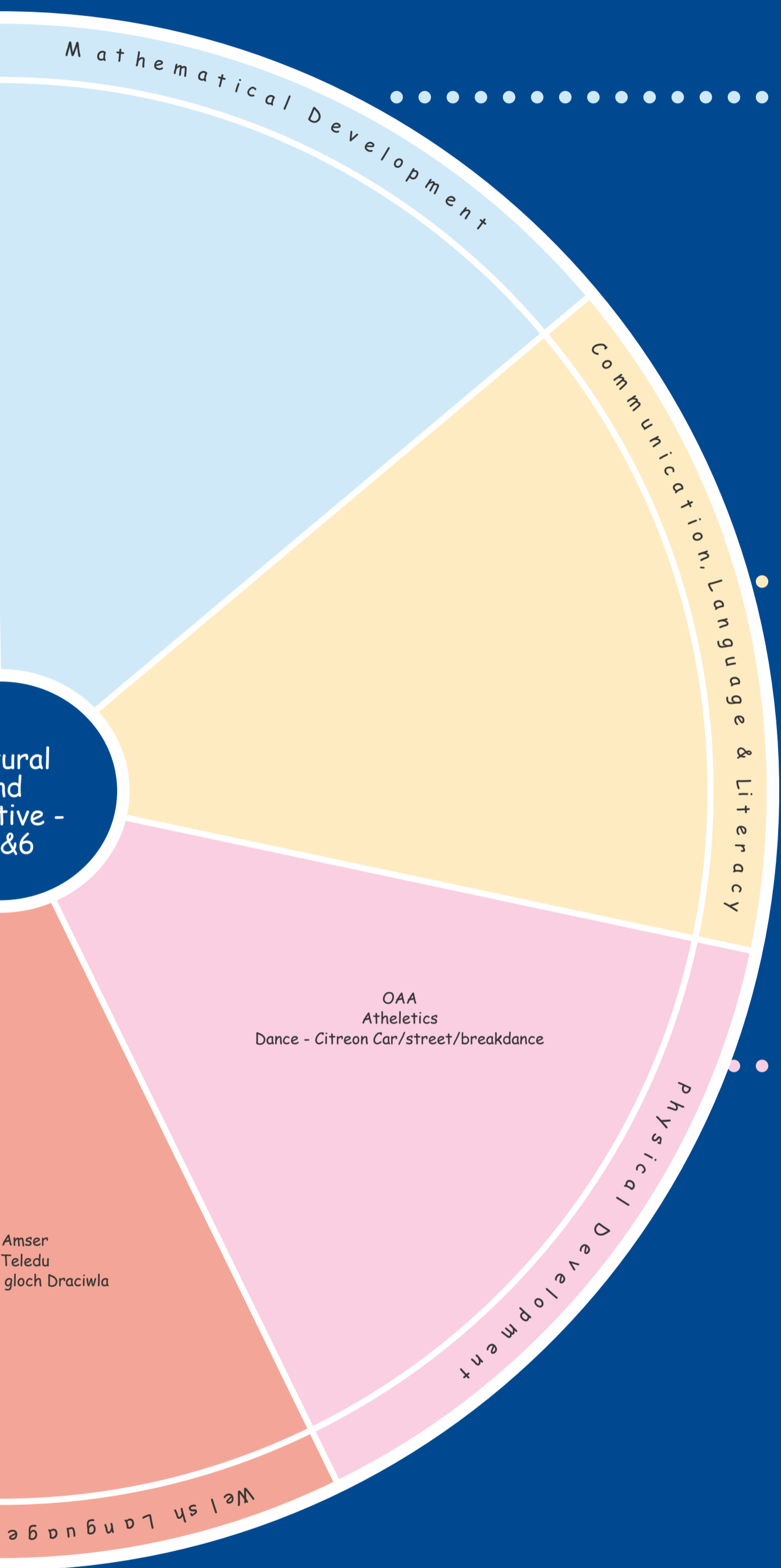


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# Cultural and Creative - Y5&6



## Mathematical Development

## Communication, Language and Literacy

### Writing

- Adapt handwriting for specific purposes, for example printing, use of italic.
- Adapt sentence construction to different text types, purpose and readers.
- Create multi-layered texts, including use of hyperlinks and linked web pages.

## Physical Development

**Adventurous Activities - Evaluating and improving performance**  
 • Conserve their efforts and keep their concentration during tasks  
 • Identify what they do well as individuals and as a group.

**Competitive Activities - Acquiring and developing skills**  
 • Select, understand and demonstrate the differences between sprinting and distance running.

**Competitive Activities - Selecting and applying skills tactics and compositional ideas**  
 • Demonstrate a range of throwing actions using modified equipment with some accuracy and control.  
 • Organize and manage an event well.

**Creative Activities - Acquiring and developing skills:**  
 • Create a dance phrase using a directed style.  
 • Perform action shapes and balances with good body tension and extension.

**Creative Activities - Create:**  
 • Express themselves by creating and performing dances in a range of styles working with partners or groups.

**Creative Activities - Evaluate:**  
 • Evaluate their own and others dances and suggest ways to develop technique and composition.  
 • Express themselves by creating and performing dances in a range of styles working with partners or groups.  
 • Perform different styles of dance clearly and fluently.  
 • Suggest, implement and refine improvements to their own and others' work.  
 • Understand styles of dance.

**Creative Activities - Perform:**  
 • Perform different styles of dance clearly and fluently.

**Adventurous Activities - Acquiring and developing skills**  
 • Begin to develop a range of strokes and survival skills.  
 • Enter water carefully.  
 • Feel the buoyancy of water without swimming aids.  
 • Float and move with and without swimming aids.  
 • Move in water.

• Move self on and below the water using different swimming aids, arm and leg actions and basic strokes.  
 • Pace themselves in floating and swimming challenges related to speed, distance and personal survival.  
 • Pace themselves in floating and swimming challenges relating to speed, distance and personal survival.  
 • Prepare physically and organisationally for challenges they are set, taking into account group safety.  
 • Propel self on and below water using different swimming aids, arm and leg actions and basic strokes.  
 • Swim 5m to 20m, first with aids and then without.  
 • Swim unaided for a sustained period time over a distance of 25m.  
 • Take care and be aware of themselves and others in and around water.  
 • Understand basic water safety  
 • Use a range of recognised strokes and survival skills.  
 • Used recognise arm and leg actions lying on their front and back.

**Adventurous Activities - Knowledge and understanding of fitness and health**  
 • Evaluating and improving performance.  
 • Explain the effects of swimming on their body and its effects on a healthy life style.  
 • Identify and describe different aspects of swimming styles and use to improve own performance.

**Competitive Activities - Acquiring and developing skills**  
 • Choose the best pace for a running event, in order to sustain running and improve their personal target.  
 • Show control and power in take off and landing activities.

**Competitive Activities - Evaluating and improving performance**  
 • Organise and judge events and challenges well.

**Competitive Activities - Selecting and applying skills, tactics and compositional ideas**  
 • Show accuracy and good technique when throwing for distance.

## Welsh Language Development

**Oracy**  
 • Respond to questions using verb forms.  
 • Show understanding of short items using a variety of familiar voices.

**Reading**  
 • Read Welsh texts with increasing expression.  
 • Show skills in establishing meaning in text using a range of strategies  
 • Show understanding of text through responses and opinions.

**Written Communication**  
 • Write detailed sentences using a variety of verb forms and noun

**Reading**  
 • Pupils read clearly and with expression.  
 • They read independently using a range of strategies with confidence.

**Written Communication**  
 • Pupils write linked sentences, developing their ideas sensibly and showing a grasp of form and progression, when writing for a variety of purposes.  
 • They select words and phrases suitable for the purpose, varying their sentences to some extent and producing constructions and sentences that are fairly accurate.  
 • They use capital letters question marks and full stops accurately