

## Curriculum Overview

Year: 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title	Why is WW1 known as the Great War?		What made the Vikings the ultimate warriors of the sea?		Where does the river flow?	
<b>Geography</b>						
Knowledge	<ul style="list-style-type: none"> <li>Where did World War 1 take place?</li> </ul>		<ul style="list-style-type: none"> <li>UK and Europe</li> <li>Trade routes</li> </ul>		<ul style="list-style-type: none"> <li>River formation</li> <li>Locations of Rivers</li> <li>Rivers around the world</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>		<ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>		<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)</li> <li>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>	
Vocabulary	Compass, direction, positioning, north, east south west, survey, grid references, symbols, key, maps,		Compass, direction, positioning, north, east south west, survey, grid references, symbols, key, maps,		hills, mountains, rivers, key topographical features Physical geography, climate zones, biomes and vegetation belts, rivers-mouth, tributary, channel, sea, ocean, delta, meander, ox bow lake, formation, mountains, volcanoes and earthquakes, tectonic plates, equator, water cycle- condensation, evaporation, precipitation latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones North and South America continent, panama canal, Mexico, Peru, Chile, Argentina, Venezuela, etc	
<b>History</b>						
Knowledge	<ul style="list-style-type: none"> <li>Learn about when WW1 took place- timeline of events.</li> <li>Find out about the life of a soldier-what they wore, what they ate, living conditions etc. Compare to today's soldier.</li> <li>Learn about life on the Western front-what was life like? How did people survive? What were the causes of death? What main events happened for the soldiers?</li> </ul>		<ul style="list-style-type: none"> <li>Plot the Saxons on a timeline and compare to previous historical eras studied.</li> <li>Learn about where the Saxons fit in British history.</li> <li>Learn about Anglo Saxon villages. What was it like growing up there? What was the entertainment? Compare to villages today.</li> </ul>		<p style="text-align: center;"><b>Geography focus term</b></p> <p style="text-align: center;"><b>Local history focus</b></p> <ul style="list-style-type: none"> <li>Learn about Stonehenge-what it is, how it got there and the myths and legends surrounding it.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Learn about the trenches-what the conditions were like, how they were build, what they were used for etc.</li> <li>• Read different war poetry and find out about different war poets. Compare to modern day poets.</li> <li>• Learn about the purpose of war propaganda and how historians use these to understand the past.</li> <li>• Find out about Remembrance day and why the poppy is an important symbol.</li> <li>• Learn about air raids-what were they?</li> <li>• Find out about life at home during the war-what was it like?</li> <li>• Learn about women during the war including their roles and their rights.</li> <li>• Find out about the Christmas day truce.</li> <li>• Learn about when and how the war ended.</li> </ul> <p style="text-align: center;"><b>Black History- Phillis Wheatley</b></p> <ul style="list-style-type: none"> <li>• Learn about who Phillis Wheatley was (African-American poet who was sold as a slave aged 8) and why she was important and influential to Black History.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out what happened after the Saxons and learn about where the Vikings fit on a timeline of events.</li> <li>• Learn about where the Vikings came from.</li> <li>• Compare the Anglo-Saxons and Vikings and discuss how they would have felt about each other.</li> <li>• Learn about the Viking settlement of Britain and how this affected the Anglo-Saxons</li> <li>• Find out how and when England became a unified country.</li> <li>• Learn about the end of the Anglo-Saxon and Viking era in Britain.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• I can use different sources of evidence to find out information about the past.</li> <li>• I can select suitable sources of evidence to help me with my historical learning.</li> <li>• I can explain why I have chosen different sources of evidence.</li> <li>• I can find different pieces of evidence to tell me about the past.</li> <li>• I can assess the reliability of the evidence that I have found.</li> <li>• I can understand that I need to use more than one source of evidence to find out the answer to my questions about the past.</li> <li>• I can describe the social differences of a past society.</li> <li>• I can describe the ethnic differences of a past society.</li> <li>• I can describe the cultural differences of a past society.</li> <li>• I can describe the religious differences of a past society.</li> <li>• I can describe different features of the past.</li> <li>• I can describe people’s beliefs in the past.</li> <li>• I can describe people’s attitudes in the past.</li> <li>• I can describe the main changes in a period of history.</li> <li>• I can use historical terms such as: social, religious, political, technological and cultural.</li> <li>• I understand that some things stay the same over a period but some things might change.</li> <li>• I can show the continuity and changes through history on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use different sources of evidence to find out information about the past.</li> <li>• I can select suitable sources of evidence to help me with my historical learning.</li> <li>• I can explain why I have chosen different sources of evidence.</li> <li>• I can find different pieces of evidence to tell me about the past.</li> <li>• I can assess the reliability of the evidence that I have found.</li> <li>• I can understand that I need to use more than one source of evidence to find out the answer to my questions about the past.</li> <li>• I can describe the social differences of a past society.</li> <li>• I can describe the ethnic differences of a past society.</li> <li>• I can describe the cultural differences of a past society.</li> <li>• I can describe the religious differences of a past society.</li> <li>• I can describe different features of the past.</li> <li>• I can describe people’s beliefs in the past.</li> <li>• I can describe people’s attitudes in the past.</li> <li>• I can describe the main changes in a period of history.</li> <li>• I can use historical terms such as: social, religious, political, technological and cultural.</li> <li>• I understand that some things stay the same over a period but some things might change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can study an area of local history.</li> </ul>

	<ul style="list-style-type: none"> <li>I can describe historical events accurately using correct dates and historical language.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change, chronology, continuity, change, century, decade and legacy.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> <li>I can present my findings in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can show the continuity and changes through history on a timeline.</li> <li>I can describe historical events accurately using correct dates and historical language.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change, chronology, continuity, change, century, decade and legacy.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> <li>I can present my findings in different ways.</li> </ul>				
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Learn about when WW1 took place- timeline of events.</li> <li>Find out about the life of a soldier-what they wore, what they ate, living conditions etc. Compare to today's soldier.</li> <li>Learn about life on the Western front-what was life like? How did people survive? What were the causes of death? What main events happened for the soldiers?</li> <li>Learn about the trenches-what the conditions were like, how they were build, what they were used for etc.</li> <li>Read different war poetry and find out about different war poets. Compare to modern day poets.</li> <li>Learn about the purpose of war propaganda and how historians use these to understand the past.</li> <li>Find out about Remembrance day and why the poppy is an important symbol.</li> <li>Learn about air raids-what were they?</li> <li>Find out about life at home during the war-what was it like?</li> <li>Learn about women during the war including their roles and their rights.</li> <li>Find out about the Christmas day truce.</li> <li>Learn about when and how the war ended.</li> </ul> <p style="text-align: center;"><b>Black History- Phillis Wheatley</b></p> <ul style="list-style-type: none"> <li>Learn about who Phillis Wheatley was (African-American poet who was sold as a slave aged 8) and why she was important and influential to Black History.</li> </ul>	<ul style="list-style-type: none"> <li>Plot the Saxons on a timeline and compare to previous historical eras studied.</li> <li>Learn about where the Saxons fit in British history.</li> <li>Learn about Anglo Saxon villages. What was it like growing up there? What was the entertainment? Compare to villages today.</li> <li>Find out what happened after the Saxons and learn about where the Vikings fit on a timeline of events.</li> <li>Learn about where the Vikings came from.</li> <li>Compare the Anglo-Saxons and Vikings and discuss how they would have felt about each other.</li> <li>Learn about the Viking settlement of Britain and how this affected the Anglo-Saxons</li> <li>Find out how and when England became a unified country.</li> <li>Learn about the end of the Anglo-Saxon and Viking era in Britain.</li> </ul>				
<b>MFL</b>						
<b>Knowledge</b>	<b>13 Bon appetite bonne sante</b> *foods *likes/ dislikes *healthy lifestyles	<b>18 les planets</b> *space/planets *adjectives/descriptions	<b>15 Enroute pour l'école</b> *school *directions *town/city landmarks	<b>16 Scene de plage</b> *beach *verbs/actions *positive/negative	<b>17 – Le retour du printemps</b> *seasons *descriptions *colours	<b>14 Je suis le musicien</b> *musical instruments *opinions *hobbies/interests

<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Listen attentively to spoke language and show understanding by joining and responding</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words</li> <li>• Speak in sentences using familiar vocabulary, phrases and simple writing.</li> <li>• Broaden vocabulary and develop ability to understand new words that are introduces into familiar written material, including use of a dictionary.</li> <li>• Understand basic grammar appropriate to the language being studies, including (where relevant) feminine and masculine forms and how these differ from or are similar to English.</li> </ul>	<ul style="list-style-type: none"> <li>• See ALL Unit 17 objectives +</li> <li>• Write phrases from memory and adapt these to create new sentences to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoke language and show understanding by joining and responding</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words</li> <li>• Speak in sentences using familiar vocabulary, phrases and simple writing.</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Engage in conversations;ask and answer questions; seek clarification and help</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Develop accurate pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words</li> <li>• Speak in sentences using familiar vocabulary, phrases and simple writing.</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Broaden vocabulary and develop ability to understand new words that are introduces into familiar written material, including use of a dictionary.</li> <li>• Understand basic grammar appropriate to the language being studies, including (where relevant) feminine and masculine forms and how these differ from or are similar to English.</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words</li> <li>• Speak in sentences using familiar vocabulary, phrases and simple writing.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Broaden vocabulary and develop ability to understand new words that are introduces into familiar written material, including use of a dictionary.</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Understand basic grammar appropriate to the language being studies, including (where relevant) feminine and masculine forms and how these differ from or are similar to English.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoke language and show understanding by joining and responding</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words</li> <li>• Speak in sentences using familiar vocabulary, phrases and simple writing.</li> <li>• Ask and answer questions.</li> <li>• Broaden vocabulary and develop ability to understand new words that are introduces into familiar written material, including use of a dictionary.</li> <li>• Understand basic grammar appropriate to the language being studies, including (where relevant) feminine and masculine forms and how these differ from or are similar to English.</li> </ul>
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Vocabulary						
<p>Dans le sac, il y a ... et aussi mais Il est bon/mauvais. Elle est bonne/mauvaise pour la santé. Ils sont bons/mauvais. Elles sont bonnes/mauvaises.</p> <p><b>Additional flashcards</b></p> <p>un sandwich au jambon a ham sandwich un gâteau a cake une banane a banana une orange an orange du fromage (m.) some cheese de l'eau (f.) some water des chips (f. pl.) some crisps des champignons (m. pl.) some mushrooms une glace à la vanille vanilla ice cream une pizza aux champignons mushroom pizza</p>	<p>In the bag, there is ... and also but It is good/bad. (m.) It is good/bad for your health. (f.) They are good/bad. (m. pl.) They are good/bad. (f. pl.)</p> <p><b>Additional flashcards</b></p> <p>le Soleil the Sun Mercury Mercury Vénus Venus Mars Mars Jupiter Jupiter</p> <p>Saturne Saturn Uranus Uranus Neptune Neptune Pluton Pluto</p>	<p>la Terre the Earth la Lune the Moon près de near loin de far près du Soleil near the Sun loin du Soleil far from the Sun un nom (propre) a (proper) noun un adjectif because parce que because elle it (f.) assez quite, fairly très very</p> <p><b>Additional flashcards</b></p> <p>le Soleil the Sun Mercury Mercury Vénus Venus Mars Mars Jupiter Jupiter</p> <p>Saturne Saturn Uranus Uranus Neptune Neptune Pluton Pluto</p>	<p>Quand je vais à l'école, ... When I go to school, ... Je passe devant ... I pass in front of ... Je traverse la rue I cross the road Je tourne I turn Je vais ... I go cinq minutes plus tard five minutes later finalement finally vrai, faux true, false il est une heure et demie, deux heures et demie, etc. it's half past one, half past two, etc. Je vais à l'école à huit heures et demie. I go to school at half past eight. à droite to/on the right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don't understand. Répétez, s'il vous plaît. Repeat, please. (formal or plural)</p>	<p>(Le chien) regarde (le chat). (The dog) is watching/looking at (the cat). (Le bateau) glisse sur la mer. (The boat) is gliding over the sea. (La petite fille) dort. (The little girl) is sleeping. (La dame) brosse (les cheveux de la petite fille). (The lady) is brushing (the little girl's hair). Les gens marchent, parlent et jouent. The people are walking, talking and playing. C'est ... It is .../It's ... Ce n'est pas ... It isn't ...</p> <p><b>Additional flashcards</b></p> <p>le sable the sand le ciel the sky la plage the beach une falaise a cliff une grotte a cave</p>	<p>au printemps in the spring en été/automne/hiver in the summer/autumn/winter clair bright, light sombre dark heureux happy triste sad Viens/Reste (chez moi). Come/Stay (with me). (informal singular)</p> <p>Les couleurs sont ... The colours are ... la fille the girl trop too très very</p>	<p>Tu joues ...? Do you play ...? Je joue du saxophone/piano/violon. I play the saxophone/piano/violin. Je joue de la guitare/clarinette/batterie. I play the guitar/clarinet/drums. Je ne joue pas de/d' I don't play Il/elle joue He/she plays C'est génial! It's brilliant! C'est nul! It's rubbish!</p> <p><b>Additional flashcards</b></p> <p>le jazz jazz le reggae reggae la musique pop pop music la musique classique classical music le saxophone a saxophone le piano a piano le violon a violin la guitare a guitar la clarinette a clarinet la batterie the drums</p>

## Art

Knowledge	Drawing	Painting	Printing	Sculpture	Textiles	Collage
	<ul style="list-style-type: none"> <li>Focus: Leonardo Da Vinci</li> <li>Understand when to use different grades of pencils</li> <li>Add depth to drawings using shade and tone</li> <li>Understand 2D and 3D sketches</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Wassily Kandinsky</li> <li>Understand and use artistic vocabulary</li> <li>Demonstrate a good knowledge of primary, secondary, warm, cold, contrasting and complimentary colours</li> <li>Add depth to 2D paintings (tone)</li> <li>Compare work of different artists styles including abstract art</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Hokusai/ Utagawa Hiroshige</li> <li>How to screen print effectively</li> <li>Using screen printing ink and tools</li> <li>Overlaying colours</li> <li>Understand how stencils work</li> <li>Understand printing vocabulary (eg resist, mono, block, overlay)</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Khalil Chistee/ Tim Noble and Sue Webster</li> <li>Using clay to build 3D shapes</li> <li>Joining clay</li> <li>Understand where natural, man-made and recycled materials come from</li> <li>Understand recycling</li> <li>Selecting appropriate materials</li> <li>Architecture</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Indian Art/ Batik</li> <li>Studying art in another culture</li> <li>Aesthetics</li> <li>Understand and use artistic vocabulary</li> <li>Name different types of stitches</li> <li>Health and safety using hot wax</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Kurt Schwitters</li> <li>Begin to interpret stories, music or poems to represent emotions</li> <li>Understand design aesthetics</li> <li>Meet a brief</li> <li>Select materials and adhesive with purpose</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Make 2D sketches look 3D with shadows</li> <li>Use the correct pencil to create a shadow</li> <li>Observational drawing</li> </ul>	<ul style="list-style-type: none"> <li>Drawing with a paintbrush</li> <li>Maintain a sharp line with a paintbrush</li> <li>Mix colours to match the original</li> </ul>	<ul style="list-style-type: none"> <li>Explain a different printing techniques (block, relief, mono, resist)</li> <li>Using correct ink and tools for screen printing</li> </ul>	<ul style="list-style-type: none"> <li>Hollowing 3D shapes to reduce drying time and reduce weight</li> <li>Join pieces of clay using a long lasting join</li> </ul>	<ul style="list-style-type: none"> <li>Using a tjanting tool</li> <li>Using hot wax safely</li> <li>Use a wider range of stitches (running, cross, chain, French knot, herringbone)</li> </ul>	<ul style="list-style-type: none"> <li>Cut or tear multiple shapes at the same time</li> <li>Convey an idea or meaning using colour, texture and movement</li> </ul>

	<ul style="list-style-type: none"> <li>Sketch using a variety of different medias (pencils, crayons, pastels, charcoal)</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Paint with only black to show tone</li> <li>Use primary, secondary, warm, cold, contrasting and complimentary colours</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Overlaying colours to build up an image</li> <li>Prepare stencils</li> <li>Organise prints in different ways (repeat, symmetry, random)</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Use a coil method to build 3D shapes</li> <li>Use a range of different materials for different purposes (including recycled, man-made and natural)</li> <li>Plan sculpture through drawing</li> <li>Begin to use scale to increase accuracy</li> <li>Scoring thick materials to ensure sharp bends</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Use different grades of threads and needles</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Use and select appropriate materials and adhesive</li> <li>Begin to add embellishments to a collage to improve the aesthetics</li> <li>Design, make, evaluate</li> </ul>
Vocabulary	Tone, shading, shadow, colour shape, dimensions	Foreground, midground, background, pointillism, realism, line, tone, colour, abstract art	Motifs, screen print, overlay, resist, block ,mono	Joining, shaping, imprinting, mould, construct, manipulate, smooth, Construct, size, scale, score, form, space	Weft, warp, tjanting tool, aesthetic, batik, running, cross, chain, French knot, herringbone	Aesthetics, layering, pattern, texture, colour, joining, adhesive, mood, over-lapping, over-layering, represent, mood, feeling, brief

DT

Knowledge	<p><b>Structures: Frame structures:</b> Container to keep items safe/ dry in trenches</p> <p>D1- Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams &amp; modelling, recognising that ideas have to meet a range of needs.</p> <p>D3- Work form own detailed plans, modifying where appropriate.</p> <p>E1- Investigate the design features (including identifying components and ingredients) of a familiar existing product in the context of culture or</p>	<p><b>Cookery- Celebrating Seasonality (History Link)</b> Eg. Potato scones, Potato/ seasonal vegetable soup or other seasonal recipes</p> <p>D1- Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.</p> <p>D3- Work form own detailed plans, modifying where appropriate.</p> <p>E1- Investigate the design features of the recipe in</p>		<p><b>Cookery- Celebrating Seasonality (History Link)</b> Recipes using seasonal fruit and veg</p> <p>D1- Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.</p> <p>D3- Work form own detailed plans, modifying where appropriate.</p> <p>E1- Investigate the design features of the recipe in context of culture or</p>	<p><b>Mechanisms: Gears and Pulleys:</b> Lock system Or...</p> <p>Water turbine/ water wheel</p> <p>D1- Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.</p> <p>D2- Use computer aided designs to represent designs.</p> <p>D3- Work form own detailed plans, modifying where appropriate.</p> <p>E1- Investigate the design features (including identifying</p>	<p><b>Cooking- Design a Summer healthy meal</b> with- Bread, Ribbon salad &amp; mackerel pate/ hummus etc</p> <p>D1- Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.</p> <p>D3- Work form own detailed plans, modifying where appropriate.</p> <p>E1- Investigate the design features (including identifying ingredients) of a familiar existing product in the</p>
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	<p>society in which it was designed or made</p> <p>E2- Test and evaluate products against a detailed design specification and make adaptations as they develop their product.</p> <p>E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it.</p> <p>M1- Name and select the appropriate tools for a task and use them with precision.</p> <p>M2- Select and combine materials with precision</p> <p>M3- Select and name appropriate tools for specific jobs and demonstrate how to use them safely.</p> <p>T2- Cut safely &amp; accurately to a marked line.</p> <p>T3- Use a glue gun with close supervision</p> <p>T4- Build a framework using a range of materials (e.g. wood, card &amp; corrugated plastic) to support mechanisms.</p>	<p>context of culture or society in which it was designed or made</p> <p>E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it.</p> <p>M1- Name and select the appropriate tools for a task and use them with precision.</p> <p>M2- Select and combine materials with precision</p> <p>M3- Select and name appropriate tools for specific jobs and demonstrate how to use them safely.</p> <p>F1- Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing).</p> <p>F2- Evaluate meals and consider if they contribute towards a balanced diet.</p> <p>F3- Explain what times of year particular foods are in Season.</p>		<p>society in which it was designed or made</p> <p>E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it.</p> <p>M1- Name and select the appropriate tools for a task and use them with precision.</p> <p>M2- Select and combine materials with precision</p> <p>M3- Select and name appropriate tools for specific jobs and demonstrate how to use them safely.</p> <p>F1- Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing).</p> <p>F2- Evaluate meals and consider if they contribute towards a balanced diet.</p> <p>F3- Explain what times of year particular foods are in Season.</p>	<p>components and ingredients) of a familiar existing product in the context of culture or society in which it was designed or made</p> <p>E2- Test and evaluate products against a detailed design specification and make adaptations as they develop their product. E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it.</p> <p>M1- Name and select the appropriate tools for a task and use them with precision.</p> <p>M2- Select and combine materials with precision</p> <p>M3- Select and name appropriate tools for specific job &amp; demonstrate using them safely.</p> <p>T2- Cut safely &amp; accurately to a marked line.</p> <p>T3- Use a glue gun with close supervision</p> <p>T4- Build a framework using a range of materials (e.g. wood, card &amp; corrugated plastic) to support mechanisms.</p> <p>T5- Create cams, gears or pulleys in their products.</p>	<p>context of culture or society in which it was designed or made</p> <p>E2- Test and evaluate products against a detailed design specification and make adaptations as they develop their product.</p> <p>E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it.</p> <p>M1- Name and select the appropriate tools for a task and use them with precision.</p> <p>M2- Select and combine materials with precision</p> <p>M3- Select and name appropriate tools for specific jobs and demonstrate how to use them safely.</p> <p>F1- Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing).</p> <p>F2- Evaluate meals and consider if they contribute towards a balanced diet.</p> <p>F3- Explain what times of year particular foods are in Season.</p>
Skills	<p>*Generate ideas through brainstorming and identify a purpose for their product</p> <p>*Draw up a specification for their design</p> <p>*Develop a clear idea of what has to be done, planning how to</p>	<p>*Generate ideas through brainstorming and identify a purpose for their product</p> <p>*Draw up a specification for their design</p> <p>*Develop a clear idea of what has to be done, planning how to</p>		<p>*Generate ideas through brainstorming and identify a purpose for their product</p> <p>*Draw up a specification for their design</p> <p>*Develop a clear idea of what has to be done,</p>	<p>*Generate ideas through brainstorming and identify a purpose for their product</p> <p>*Draw up a specification for their design</p> <p>*Develop a clear idea of what has to be done, planning how</p>	<p>*Generate ideas through brainstorming and identify a purpose for their product</p> <p>*Draw up a specification for their design</p> <p>*Develop a clear idea of what has to be done, planning how</p>

	<p>use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>*Use results of investigations, information sources, including ICT when developing design ideas</p> <p>*Select appropriate materials, tools &amp; techniques</p> <p>*Measure &amp; mark out accurately</p> <p>*Use skills in using different tools &amp; equipment safely and accurately</p> <p>*Apply the rules for safe practices *Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>*Evaluate a product against the original design specification</p> <p>* Evaluate it personally and seek evaluation from others</p>	<p>use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>*Use results of investigations, information sources, including ICT when developing design ideas</p> <p>*Select appropriate materials, tools &amp; techniques</p> <p>*Use skills in using different tools and equipment safely and accurately</p> <p>* Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>*Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i></p> <p>*Evaluate a product against the original design specification</p> <p>* Evaluate it personally and seek evaluation from others</p>		<p>planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>*Use results of investigations, information sources, including ICT when developing design ideas</p> <p>*Select appropriate materials, tools &amp; techniques</p> <p>*Use skills in using different tools and equipment safely and accurately</p> <p>* Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>*Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i></p> <p>*Evaluate a product against the original design specification</p> <p>* Evaluate it personally &amp; seek evaluation from others</p>	<p>to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>*Use results of investigations, information sources, including ICT when developing design ideas</p> <p>*Select appropriate materials, tools and techniques</p> <p>*Measure and mark out accurately</p> <p>*Use skills in using different tools and equipment safely and accurately</p> <p>*Apply the rules for safe practices</p> <p>*Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>*Evaluate a product against the original design specification</p> <p>* Evaluate it personally &amp; seek evaluation from others</p>	<p>to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>*Use results of investigations, information sources, including ICT when developing design ideas</p> <p>*Select appropriate materials, tools and techniques</p> <p>*Use skills in using different tools and equipment safely and accurately</p> <p>* Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>*Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i></p> <p>*Evaluate a product against the original design specification</p> <p>* Evaluate it personally and seek evaluation from others</p>
Vocabulary	<b>Triangulation, framework, cladding, modifying,</b>	<b>Availability, rationed, seasonal, Vocabulary linked with WW1</b>		<b>Seasonal, availability, foraging,</b>	<b>Gear train, cams, cogs, follower, pulleys, systems, cross sectional diagrams, components, dismantle,</b>	<b>Ribbon peeling, proving, seasonal, wholemeal, balanced meal</b>
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Knowledge	<p>Is God real? Investigation file?</p> <p>Gather information and ideas about the religious make-up of the world, the UK and their local area.</p> <p>Learn definitions of the terms; theism, atheism and agnosticism.</p>	<p><u>Anglican &amp; Baptist church</u></p> <p>Differences even though both are Christians.</p> <p>Worship- vicar visit.</p> <p><u>Hindu</u> - tube- virtual tour of the Mandir. Compare worship at home with Hindu worship in the Mandir.</p>	<p><u>Strand: Believing</u></p> <p>Use food bank &amp; gateway furniture resource here.</p> <p>The Corinthians and love.</p> <p>The story of the vineyard workers and widows offerings.</p> <p>Moral dilemmas and religious dilemmas and mission statements.</p> <p>Day 1 - unit on responsibility for our earth before this unit day</p>		<p><b>Day 1 : The 5 pillars of Islam. Shahadah – one God and baby whispering.</b> <b>Day 1 : The 5 pillars of Islam.</b></p> <p>Shahadah – one God and baby whispering. The story of Bilal – what matters most to you and to Bilal.</p> <p>The story of the women at the gates of Mecca.</p> <p>Day 2: Similarities between Muslim &amp; Christian prayer and pilgrimage.</p>	

	Express their own ideas about the terms above. Understanding the difference between a fact, belief and opinion.	<b>Judaism</b> - Clips of synagogue compare orthodox and reform synagogues. Explore 'silence, nature, community' linked to worship. Why do people go on pilgrimage to sacred places?	Day 2 - Beautiful meadow book.	Pilgrimage to Mecca compared with Christian pilgrimage. Story of Bernadette, sacred pilgrimage places. The steps of pain, Lourdes etc. Pilgrimage postcard.
<b>Skills</b>	<u>Give examples</u> of how believing in God can affect people's lives and how it can be challenging too ( <u>applying</u> ). <u>Express own ideas</u> about theism, atheism and agnosticism. <u>Consider</u> how facts, beliefs and opinions come about and how they are interpreted. <u>Theorise</u> - Suggest answers to some of the Big Questions about the existence of God	<u>Describe and explain</u> differences within Anglican and Baptist churches. <u>Make links</u> between Christian beliefs and features of these places of worship. <u>Explain</u> how and some people see the place of worship as being more about the people than the building.	<u>Describe</u> Jesus' teaching on how his followers should live. <u>Interpret</u> the widows offering and the story of Zaccheus saying what they show Christians about how they should handle wealth. <u>Explore and explain</u> the impact of Jesus' teaching on some examples of major Christian charities in the UK today. <u>Discuss, argue about</u> and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions. <u>Applying knowledge</u> - Give examples of how following the example of Jesus might have on Christians and other communities.	<u>Give examples</u> of how believing in God can affect people's lives and how it can be challenging too ( <u>applying</u> ). <u>Express own ideas</u> about theism, atheism and agnosticism. <u>Consider</u> how facts, beliefs and opinions come about and how they are interpreted. <u>Theorise</u> - Suggest answers to some of the Big Questions about the existence of God
<b>Vocabulary</b>	God, exist	Anglican, Baptist, Hindu, Mandir, Judaism, synagogue	Corinthians, dilemmas	God, exist

**Computing**

<b>Knowledge</b>	<p><b>Coding - 6 weeks (2Code)</b> To represent a program design and algorithm.</p> <p>To explore string and text variable types so that the most appropriate can be used in programs.</p>	<p><b>Online Safety - 3 weeks</b> To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology and children's responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages,</p>	<p><b>Spreadsheets (cont) - 3 weeks (2Calculate)</b> <i>(see previous column)</i></p> <p><b>Databases - 3 weeks (reduced by 1 week).</b> <b>(2Question, 2 Investigate)</b> To learn how to search for information in a database.</p> <p>To contribute to a class database.</p>	<p><b>Game Creator - 5 weeks (2DIY 3D)</b> To know how to create, share and evaluate a game.</p>	<p><b>3D modelling - 4 weeks (2Design and Make)</b> To be introduced to 2Design and Make and the skills of computer aided design.</p> <p>To understand designing for a purpose.</p> <p>To understand printing and making.</p> <p><b>2 Concept Maps - 2 weeks (2Connect)</b> To understand the need for visual representation</p>	<p><b>2 Concept Maps (cont) - 2 weeks (2Connect)</b> <i>(see previous column)</i></p> <p><b>Assessment for Learning based intervention.</b></p>
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		<p>permissions and purposes of altering an image digitally and the reasons for this.</p> <p>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>To learn about how to reference sources in their work.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b> Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.</p> <p>Using 2Calculate tools to test a hypothesis.</p> <p>Using a spreadsheet to model a real-life situation and answer questions.</p>			<p>when generating and discussing complex ideas.</p> <p>To understand and use the correct vocabulary when creating a concept map.</p> <p>To understand how a concept map can be used to retell stories and present information.</p>	
Skills	<p><b>Coding - 6 weeks (2Code)</b> To create a program that simulates a physical system using decomposition. To use the Launch command in 2Code Gorilla</p>	<p><b>Online Safety - 3 weeks</b> To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p>	<p><b>Spreadsheets (cont) - 3 weeks (2Calculate)</b> <i>(see previous column)</i></p> <p><b>Databases - 3 weeks (reduced by 1 week).</b></p>	<p><b>Game Creator - 5 weeks (2DIY 3D)</b> To set the scene.  To create the game environment.</p>	<p><b>3D modelling - 4 weeks (2Design and Make)</b> To explore the effect of moving points when designing.</p>	<p><b>2 Concept Maps (cont) - 2 weeks (2Connect)</b> <i>(see previous column)</i></p> <p><b>Assessment for Learning based intervention.</b></p>

	To program a playable game with timers and scorepad.	<b>Spreadsheets - 3 weeks (2Calculate)</b> To copy and paste within 2Calculate To add a formula to a cell to automatically make a calculation in that cell.	<b>(2Question, 2 Investigate)</b> To create a database around a chosen topic.	To create the game quest.  To finish and share the game.  To evaluate their and peers' games.	<b>2 Concept Maps - 2 weeks (2Connect)</b> To create a concept map.  To create a collaborative concept map and present this to an audience.	
<b>Key Vocabulary</b>	Action, Alert, Algorithm, Bug, Code design, Command, Control, Debug/debugging, Design mode, Event, Get input, If, If/Else, Input, Output, Object, Repeat, Sequence, Selection, Simulation, Timer, Variable	Online safety, Smart rules, Password, Reputable, Encryption, Identity theft, Shared image, Plagiarism, Citations, Reference, Bibliography  Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Equals tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer	Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Equals tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer  Avatar, Binary tree, Charts, Collaborative, Data, Database, Find, Record, Sort, Group, Arrange, Statistics, Reports, Table	Animation, Computer game, Customise, Evaluation, Image, Instructions, Interactive, Screenshot, Texture, Perspective, Playability	CAD - Computer aided design, Modelling, 3D, Viewpoint, Polygon, 2D, Net, 3D printing, Points, Template  Audience, Collaboratively, Concept, Concept Map, Connection, Idea, Node, Thought, Visual	Audience, Collaboratively, Concept, Concept Map, Connection, Idea, Node, Thought, Visual

Music

Knowledge	<b>Active Music – Rhythm and Pulse Unit</b>	<b>Active Music – Pitch Unit</b>	<b>Singing</b>	<b>Active Music – Instrumental Unit</b>	<b>Active Music – Singing Games unit</b>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>To learn cue word actions to new games and to improvise movements to signify a REST.</li> <li>To sing in unison while maintaining actions to a steady pulse.</li> <li>To creative inventive clapping and movement sequences to a pulse and to perform.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different ways the voice can be used.</li> <li>To read simple notated rhythm and pitch patterns using Bb A G and <b>So Mi</b> and to improvise <b>So Mi</b> patterns.</li> <li>To recognize and sing the intervals between Do, Re, Mi, So and La.</li> </ul>		<ul style="list-style-type: none"> <li>To recognise and respond to repeated rhythm patterns with instruments.</li> <li>To echo 4-beat rhythm patterns on un-tuned percussion.</li> <li>To think up and play rhythm patterns in unison with control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To learn playground games.</li> <li>To sing with clear diction and to chant with rhythmic accuracy.</li> <li>To play rhythmic phrases with control and accuracy on percussion instruments while internalising words.</li> </ul>	<b>Catch up/overflow unit</b>

	<ul style="list-style-type: none"> <li>To read rhythm notations.</li> <li>To take part in pieces with 3 layers of sound, including ostinatos.</li> <li>To maintain their own part with an awareness of how the other parts fit together.</li> <li>To play rhythm patterns on percussion instruments.</li> <li>To develop musical memory by internalising and recalling a 16-beat rhythm pattern.</li> <li>To improvise.</li> <li>To introduce the rhythm Ta-a (1). To compose rhythm patterns.</li> <li>To improvise rhythmic patterns using body percussion and movement.</li> <li>To compose sequences in groups, building and reducing layers of movement.</li> <li>To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To sing from notated rhythm and pitch patterns using B A G and Do, Re, Mi, So and La (full pentatonic scale).</li> <li>To play melodies on tuned instruments and to create accompaniments to a song.</li> <li>To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together.</li> <li>To read rhythm and pitch notation and play pentatonic melodies with accuracy.</li> <li>To practise and perform as a class and individually.</li> <li>To compose own rhythm and pitch notations for the class to practice and perform.</li> </ul>	<p style="text-align: center;"><b>Y5 Performance</b> (23rd Jan) Singing practise lessons</p>	<ul style="list-style-type: none"> <li>To practise and perform in groups in 2 parts.</li> <li>To practise and perform in groups.</li> <li>To play tuned and un-tuned instruments with control and accuracy.</li> <li>To internalise the rhythm and melody of a song.</li> <li>To use ostinatos to create melodic layers</li> <li>To play rhythm patterns from notations and by ear.</li> <li>To lead a group.</li> <li>To learn a new rhythm value.</li> <li>To compose 8-beat rhythm patterns in groups.</li> <li>To play un-tuned instruments from their own notation.</li> <li>To practise and perform compositions in groups, creating multiple layers of sound.</li> <li>To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To pass a steady pulse around the circle.</li> <li>To practise, perform and appraise.</li> <li>To pass claves to a steady pulse while singing.</li> <li>To internalise words and play rhythmic phrases with control and accuracy on percussion instruments.</li> <li>To learn movements and actions to fit with rhythmic phrases.</li> <li>To sing and play a game in canon.</li> <li>To walk to a steady pulse and move accurately to musical phrasing, keeping to a steady pulse.</li> <li>To improvise movements to a pulse.</li> </ul>	
Vocabulary	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, ostinato, melody, improvisation	Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation		Pulse, rhythm, tuned/untuned, notation, ostinatos, texture, melody	Rhythm, pulse, melody, cue words, improvise, canon	
<b>Science</b>						
Knowledge	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> </ul>	<p><b>Properties and changing Materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>	

	<p>mammal, an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</li> </ul>	<ul style="list-style-type: none"> <li>Identify the effects of air resistance, water resistance and friction</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
Skills	<p>Recording data and results of increasing complexity using scientific diagrams. Create a classification key for plants and animal. Link to outside learning.</p> <p>Draw two different life cycles and compare then looking for similarities and differences.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Recording data and results of increasing complexity using scientific diagrams show findings in a line graph to show suns movement across the sky to demonstrate day and night</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations to show understanding of how the planets move in relation to each other</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments about how the sun, moon and</p>	<p>Planning different types of scientific enquiries</p> <p>Recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Planning different types of scientific enquiries linked to gravity and different objects falling</p> <p>Recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision problem solving with pulleys, levers and gears.</p> <p>Using test results to make predictions to set up further comparative and fair tests link to gravity - if this is trues then this must also be true ...</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Report and present findings from enquiries linked to measuring average height of children at different ages. Interpret graphs and then create a scatter graph with line of best fit. Adding own data collected in class. Draw a conclusion and explain ideas behind rational.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>

		<b>earth move in relationships with each other.</b>				
Vocabulary	Metamorphosis, reproduction, species, fertilisation, larval, characteristics, inherited, organism, generations, DNA, environment, Genes, evolve	Solar system, orbiting, sustain life, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, revolution, leap year, axis, crust, core, mantle, plates, fault lines, molten rock, magma, erosion, lunar, eclipse, gravity, solar, tide	Evaporating, condensation, changing state, solidification, filtering, melting, sieving, dissolving, reversible, irreversible, chemical changes, physical changes, reaction, molecules, permeable, viscosity, density, buoyancy, conduct, insulate, transparent, translucent, opaque, magnetism, compressed, volume,	Gravity, air resistance, friction, gravitational pull, Newton meter , mass, tension, water resistance, pulleys, gears, levers	Foetus, toddler, teenager, adulthood, pensioner, ovum, life cycle, reproduction, metamorphosis	
PSHE						
Knowledge	<p>I can face new challenges positively and know how to set personal goals</p> <p>I understand my rights and responsibilities as a British citizen</p> <p>I understand my rights and responsibilities as a British citizen and a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>I understand that I will need money to help me achieve some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how to stay safe when using technology to communicate with my friends</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings</p>

				(disorders) relating to body image pressures I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I can explain how to stay safe when using technology to communicate with my friends	growing responsibilities (age of consent) I can identify what I am looking forward to when I am in Year 6
<b>Skills</b>	<p>I know what I value most about my school and can identify my hopes for this school year</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I can empathise with people in this country whose lives are different to my own I understand that my actions affect me and others</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand why our school community benefits from rules and can help others to follow it</p>	<p>I am aware of my own culture</p> <p>I am aware of my attitude towards people from different races</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>I can appreciate the value of happiness regardless of material wealth</p> <p>I respect my own and other people's cultures</p>	<p>I can identify what I would like my life to be like when I am grown up</p> <p>I appreciate the contributions made by people in different jobs</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can reflect on how these relate to my own</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>	<p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>I know how to keep myself calm in emergencies</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>I respect and value my body</p> <p>I am motivated to keep myself healthy and happy</p>	<p>I know how to keep building my own self- esteem</p> <p>I know how to stand up for myself and how to negotiate and compromise</p> <p>I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>I know how to develop my own self esteem</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I am confident that I can cope with the changes that growing up will bring</p> <p>I can start to think about changes I will make when I am in Year 6 and know how to go about this</p>
<b>Key Vocabulary</b>	British citizen, choice, roles, responsibility, community	Respect, culture, race, bullying, choice	Support, appreciation, opportunity	Motivation, safety, happy, healthy, pressure	Resist, negotiate, self-esteem, communication	Body image, conception, sexual intercourse, puberty, consent
<b>MENTAL HEALTH:</b>	<b>Afl: What will benefit your class? What are their</b>	<b>Mental Health unit</b>	<b>Afl: What will benefit your class? What are their</b>	<b>Mental Health unit</b>	<b>Afl: What will benefit your class? What are their</b>	<b>Mental Health unit</b>

(Lesson to be taught at end of each unit)	<i>needs? Address and support your class</i>	<b>Lesson 1: Mental health and keeping well</b>	<i>needs? Address and support your class</i>	<b>Lesson 2: Managing challenges and change</b>	<i>needs? Address and support your class</i>	<b>Lesson 3: Fellings and common anxieties when transitioning to a new year/school</b>
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Curriculum Enhancements

Year: 5

	Why is WW1 known as the Great War?		What made the Vikings the ultimate warriors of the sea?		Where does the river flow?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry entry point	Dress up day as WWI soldiers – children to spend the day as a WWI soldier. Hands on learning, drama, full immersion.		Immersion day – Who were the Saxons? Visit to Forest area for Beowulf stories		Local walk water sources	
Enquiry Exit point	Debate/ drama on Woman’s rights and / or Remembrance day – links to modern day. Changes over time. Changes in attitude due to current climate.		Dress up day as Viking warrior – children to spend the day as a Viking warrior. Hands on learning, drama, full immersion, re-enactment of the invasion of Lindisfarne, celebration of the terms learning		Rivers around the world presentation – group presentations to the rest of the year group.	
Trips, visitors and workshops	Dress up day as WWI soldiers Trip to the Imperial War Museum	Staff Pant		Residential to PGL Viking re-enactment day		Local history trip to Stonehenge
Curriculum Enhancements (Termly)	Black history day Harvest festival	Anti-bullying week Enterprise week – money focus Christmas fair Christmas jumper day and Christmas dinner Christmas parties	Year 5 whole school performance	World book day Science day	Swimming Science lessons with Abbey Park Science fair	International day Sports day and family picnic Summer fair Bikeability
Curriculum Enhancements (On-going)	Class dojo, Poetry days, Outdoor learning, Travel ambassadors, Recycling monitors, Cyber-mentors, Library visits, Intra/ Interschool competitions, No pens day, Gardening, Pond visits, Golden miles, Spelling bee					

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Year 5 PE						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Dancing Dance through the Ages	Gymnastics Matching, Mirroring & Contrast	Gymnastics Partner Work – Under & Over	Health Related Fitness	Athletics	Dance British Values
Knowledge:	To perform, review and improve a finished performance piece 32-64 count using dances throughout the ages	Matching partners moves using clearly defined starting and finishing positions	Make a sequence with a partner, where you both at some point roll over each other. Use seamless transitions and evaluate work.	Understand how to perform a multi -stage fitness test showing determination and resilience and understand the benefits of regular exercise.	Develop fluency and efficiency in running for speed as a team. How to apply relay changeover skills and appropriate starts and changeover techniques for different events.	To perform, review and improve a finished performance piece 48-64 count using British Values
Skills:	20's and 30's dance routines – dancing in unison creating imaginative actions using words 40's and 50's dance – to understand rock and roll Include use of level changes and different directions 70's dance – use of level changes and different directions To work in groups using dynamics, cannon, unison, direction and level To perform, review and improve a finished themed performance piece using appropriate and relevant dance vocabulary	Working in time with partner Contrast partners moves by working at different levels and pathways Mirror partners symmetrical and asymmetrical shapes Perform a sequence whilst still mirroring partner Work in pairs to create routine and moves using mirroring, matching and contrasts	Create a sequence where you both roll over each other. Support own body weight in front and back support whilst partner passes underneath. Work cooperatively with partner to create opportunities to travel over and under you. Create fluent controlled sequence over benches in interesting ways. Refine movements to improve quality with clear starting and finishing points.	Warm up prior to exercise and sustain movements over time. Enjoy competing and challenging yourself to improve. Be reflective and recognise success in yourself and others.	How to sustain pace over longer distances. How to change pace and run at different tempos. Develop a pull-throw technique Develop accuracy and consistency with overarm throw Control power and accuracy of overarm throw Throw with greater force and for longer distances Consider different throwing implements and use a best technique Organise small groups and assign different roles Ability to explain why strength and power can help performance in other activities	Identify all 5 British Values Create imaginative actions based on values Turn 3-4 actions into a travelling section with changes in levels, pathways and directions Include use of mirror image and changes in level and direction in travel in chance choreography Include changes in formations, dynamics, cannon, unison, direction and level Film and evaluate performance piece ensuring it is has individual, partner and group sections Repeat motifs Showing finishing position

					Perform correct triple jump technique Increase number of techniques used in jumping Running for speed	
Vocabulary:	Dynamics Cannon Unison Direction Levels Generational language	Mirroring Contrasts Routine Sequence Perform Shape Symmetrical/asymmetrical Pathways Levels	Starting/ Finishing points Under /over Fluent controlled sequences. Support Roll over	Warm-up Compete Resilience Regular exercise Sustain Challenge Reflective	Technique Jumping Triple Jump Changeover techniques Strength and power Overarm Pull-throw Pace Change and sustain Different tempos	Chance Choreography Improvise Evaluate Dynamics Cannon Unison Direction Level Mirror Image British Values
Units:	Netball	Hockey	Volleyball	Handball	Football	Cricket
Knowledge:	Participate purposefully in a netball match showing skills, actions and correct sequence of movements Showing awareness of tactics and performance	To officiate games of hockey and to apply skills effectively in different situations Respect decisions of peers – officiating	Understand the rules of volleyball and applying skills effectively in tactical ways	Compete in a competitive small-sided game of Handball applying skills effectively Develop teamwork and sportsmanship Aware of attacking and defending	Demonstrate skills within a competitive environment using tactics Cooperate with others to achieve shared goal Demonstrate interpretation of rules and accept decisions given	Link skills and perform in a competitive game of cricket Reflecting on success in oneself and others
Skills:	Send and receive a netball in different ways Be aware of specific tactics Link skills to perform actions Compete in full netball games showing tactics, performance and competitiveness Evaluating Officiating	Controlling a ball to play a game under pressure Working safely and dribble a play with head up Perform a variety of dribbling techniques well Shield the ball from a defender Perform a jab-tackle safely Develop attacking skills with partner Play in a formation and develop skills in different positions Officiating games and understanding rules	To send and receive a ball using the bump and dig technique Setting and spiking a ball Serving a ball over distance and execute a rally Bump, set and spike consistently well Blocking balls Learn basics of scoring and rotation Understand the tactics within the game Tipping the ball	Send and receive handball successfully Pass and receive ball on the move Shoot accurately Use tactics Block or intercept a pass or shot Develop attacking tactics Dribbling the ball with control Keeping possession against an opponent Anticipating the play Shot with power and accuracy Create space for oneself Execute dummy passes Work alongside others when attacking and defending	Accept rules and decisions Identify components to pass ball effectively Dribble ball with both feet using different parts of the feet Turn with a football Defend 1:1 Attack and defensive principles in game situation Correct technique for dribbling and passing the ball Combining skills to be able to move whilst maintain control of the ball Keep possession of the football more successfully	Catch consistently well under pressure Throw accurately using overarm technique Grip the bat correctly Take a suitable stance and strike the ball consistently Perform a range of fielding techniques confidently and consistently Demonstrate a basic bowling technique consistently Link and apply cricketing skills and techniques effectively

				Communicate effectively and listen to others	Identify which shooting technique to use in order to be successful Identify fundamentals to be able to defend against an opponent Identify when and where to exploit space to create goal scoring opportunities	
Vocabulary:	Evaluating Officiating Tactics Send and receive Performance	Officiate Positions Formations Shield Jab-tackle Head up Dribbles Under pressure Control	Spike Set Bump Tip Dig Rotate Block Tactics Full-sided	Attacking Passing Shooting Tactics Pass and receive Communication Dummy passes Space Possession Control Dribbling Anticipation	Decisions Dribble Turn Attack/defend Exploit Creation Decisions Possession Shooting Defending Attacking	Bowling Technique Consistent Fielding Grip Bat Stance Overarm Accuracy Catching