


Long Term Plan Year 5 2024-25 (updated November 2024)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books	 	 	 	 	 	 
English / Book	<p><u>The Man Who Walked Between the Towers</u></p> <p>Biographies/autobiographies, Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches</p> <p><u>Vocabulary, Grammar & Punctuation</u> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using expanded noun phrases to convey complicated information concisely • Relative clauses beginning with who, which, where,</p>	<p><u>The Tempest</u></p> <p>Outcomes: Setting description, character descriptions /comparisons, diary entry, dialogue Main outcome: Playscript</p> <p><u>Vocabulary, Grammar & Punctuation</u> Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (LKS2) • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before,</p>	<p><u>The Lost Thing</u></p> <p>Outcomes: Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports Main outcome: Own version fantasy narrative</p> <p><u>Vocabulary, Grammar & Punctuation</u> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter) • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or</p>	<p><u>The Sleeper and the Spindle</u></p> <p>Fairytale reworkings, Warning posters, diaries, dialogue, estate agent’s descriptions, character descriptions, missing narratives</p> <p><u>Vocabulary, Grammar & Punctuation</u> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Brackets, dashes or commas to indicate parenthesis</p> <p align="center"><u>Hidden Figures</u></p>	<p><u>Kaspar the Prince of Cats</u></p> <p>Outcomes: Character descriptions, reports, letters, advertising leaflet, balanced report Main outcome: Newspaper article</p> <p><u>Vocabulary, Grammar & Punctuation</u> • Using passive verbs to affect the presentation of information in a sentence • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using commas to clarify meaning or avoid ambiguity in writing • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical</p>	<p><u>High Rise Mystery</u></p> <p>Extended stories, Character & setting descriptions, police & newspaper report, dialogue, persuasive letters</p> <p><u>Vocabulary, Grammar & Punctuation</u> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her</p>

	<p>when, whose, that, or an omitted relative pronoun</p> <ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Use of commas to clarify meaning or avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis <p><u>Beowulf</u> Epitaph, glossary, letter of advice, dialogue, recount, character and setting description, summarising captions, obituary <u>Main outcome:</u> Own version legend or missing chapter.</p> <p><u>Vocabulary, Grammar & Punctuation</u></p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely 	<p>after, during, in, because of] (LKS2)</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (LKS2) • Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2) • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Brackets, dashes or commas to indicate parenthesis <p><u>Percy Jackson and the Lightning Thief</u> Outcomes: Poetry in the form of an ode, soliloquy, setting descriptions, diary entry, additional chapter, non-chronological reports Main outcome: Own version mythical narrative</p> <p><u>Vocabulary, Grammar & Punctuation</u></p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Indicate degrees of possibility using modal verbs [for example, might, should, will, must] • Use expanded noun phrases as a descriptive device • The difference between structures typical of 	<p>modal verbs [for example, might, should, will, must]</p> <ul style="list-style-type: none"> • The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, “Sit down!”) • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text <p><u>The Island</u> Outcomes: Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation Main outcome: Narrative sequel from a different character’s perspective</p> <p><u>Vocabulary, Grammar & Punctuation</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English appendix 2 by: • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of 	<p>Memoirs, Reports, formal and informal letters, diaries, character descriptions, journalistic writing</p> <p><u>Vocabulary, Grammar & Punctuation</u></p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 	<p>connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <ul style="list-style-type: none"> • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Punctuation of bullet points to list information <p><u>Curiosity</u> Expanded explanations, NASA Proposals, information labels, short explanations, NASA logs, news reports</p> <p><u>Vocabulary, Grammar & Punctuation</u></p> <ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use of commas to clarify meaning or avoid ambiguity • Brackets, dashes or commas to indicate parenthesis 	<p>before]</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • How words are related by meaning as synonyms and antonyms [for example, big, large, little <p><u>Anne Frank</u> Newspaper articles, Letters, short descriptions, extended diary entries, obituaries, opinion pieces</p> <p><u>Vocabulary, Grammar & Punctuation</u></p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • How words are related by meaning as synonyms and antonyms • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to
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	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6) • Use of layout devices [for example, headings, subheadings, columns, bullets or tables] to structure text <p>Innovation – recount of what happened to Iron Man</p> <p>Independent – Poem - substitution</p> <p>SPAG – auxiliary verbs, perfect form, parenthesis, commas, punctuation, relative clauses, pronouns, capital letters,</p>	<p>informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms) • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Learning the grammar for years 5 and 6 in English appendix 2 Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>			<p>come in some very formal writing and speech]</p>
<p>Maths</p>	<p><u>Reasoning with large whole numbers</u> <u>Read, write, order and compare numbers up to one million</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Round numbers within one million to the nearest multiple of powers of ten <input type="checkbox"/> Read Roman numerals up to M <p><u>Problem solving with integer addition and subtraction</u> Use rounding to estimate</p>	<p><u>Multiplication and Division</u> Identify multiples and factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Investigate prime numbers <input type="checkbox"/> Multiply and divide by 10, 100 and 1000 (integers) <input type="checkbox"/> Derived facts <input type="checkbox"/> Illustrate and explain formal multiplication and division strategies such as short and long <input type="checkbox"/> Use a range of mental calculation strategies <p><u>Perimeter and Area</u></p>	<p><u>Fractions and Decimals</u> <u>Read, write, order and compare decimals</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Round decimals to the nearest whole number <input type="checkbox"/> Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) <input type="checkbox"/> Calculate fractions of amounts <p><u>Angles</u></p>	<p><u>Fractions, decimals and percentages</u> Add, subtract fractions with denominators that are multiples of the same number</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiply fractions (and mixed numbers) by a whole number <input type="checkbox"/> Explore percentage, decimal, fractions equivalence <p><u>Transformations</u></p>	<p><u>Converting units of measure</u> Convert between metric units of length, mass and capacity and units of time</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know and use approximate conversion between imperial and metric <p><u>Calculating with whole numbers and decimals</u> 2D and 3d shapes Mental strategies to add and subtract involving decimals</p>	<p><u>2D and 3d shapes</u> Classify 2-D shapes and reason about regular and irregular polygons</p> <ul style="list-style-type: none"> <input type="checkbox"/> Properties of diagonals of quadrilaterals <input type="checkbox"/> Classify 3-D shapes <input type="checkbox"/> 2-D representations of 3-D shapes. <p><u>Volume</u> Use cube numbers and notation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Estimate volume

	<input type="checkbox"/> Use a range of mental calculation strategies to add and subtract integers <input type="checkbox"/> Illustrate and explain the written method of column addition and subtraction <input type="checkbox"/> Select efficient calculation strategies <u>Line graphs and timetables</u> Complete, read and interpret data presented in line graphs <input type="checkbox"/> Read and interpret timetables including calculating intervals	<input type="checkbox"/> Investigate area and perimeter of rectilinear shapes <input type="checkbox"/> Estimate area of non-rectilinear shapes	Classify, compare and order angles <input type="checkbox"/> Measure and draw angles with a protractor <input type="checkbox"/> Understand and use angle facts to calculate missing angles	Coordinates in all four quadrants <input type="checkbox"/> Translation and reflection <input type="checkbox"/> Calculate intervals across zero as a context for negative numbers	<input type="checkbox"/> Formal written strategies to add, subtract and multiply involving decimals <input type="checkbox"/> Multiply and divide by 10, 100 and 1000 involving decimals <input type="checkbox"/> Derive multiplication facts involving decimals	<input type="checkbox"/> Convert units of volume <u>Problem Solving</u> Negative numbers and calculating intervals across zero <input type="checkbox"/> Calculating the mean <input type="checkbox"/> Interpret remainders <input type="checkbox"/> Investigate numbers: consecutive, palindromic, multiples
Science	Forces - gravity, friction, air and water resistance; levers, pulleys, gears (Switched on Science – Let’s get moving) <u>Knowledge/key learning:</u> To know about forces and machines. Starting with the force of gravity, they then study friction forces, including air and water resistance, before investigating how simple machines work. <u>Skills:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <u>Vocabulary:</u> Gravity Weight Newton Non-contact.	Living Things and Habitats – life cycles of mammals, amphibians, insects and birds (Switched on Science – Circle of Life) <u>Knowledge/key learning:</u> To learn about life cycles of various species – including mammals, amphibians and birds. They also look at and describe the life process of reproduction in plants and animals. <u>Skills:</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Vocabulary: Bulb Pollination Fertilisation Sexual reproduction Asexual reproduction Larva Gestation Metamorphosis Sperm Fertilisation	Properties and changes of materials (Switched on Science – Material World) TEXT: Materials make science make sense <u>Knowledge/key learning:</u> To learn about materials and how they change. First they test properties of materials, before looking at how materials dissolve, what a solution is, and evaporation. Finally the children compare reversible and irreversible <u>Skills:</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	Earth and Space (Switched on Science – Out of this world) TEXT: Know it all SPACE <u>Knowledge/key learning:</u> To learn about space. Starting with the Solar System, they look next at how ideas about space have changed over time, before finally exploring what causes us to experience night and day on Earth. <u>Skills:</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky	Animals, including humans (Switched on Science – Growing up and growing old) <u>Knowledge/key learning:</u> to describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty. <u>Skills:</u> Describe the changes as humans develop to old age <u>Vocabulary:</u> Pregnant Gestation period Adolescence Puberty Menstruation Arthritis Life expectancy <u>Curriculum links:</u> Maths: looking at the different timescales and different gestation periods. Plotting a graph English: writing a letter	[Switched on Science – Super Science Unit – Super Scientists] <u>Knowledge/key learning:</u> To learn scientifically on a variety of quick challenges and longer tasks to learn about the different ways in which scientists work in the real world. This topic looks at the discoveries of famous scientists, the methods forensic scientists use and the various ways scientists tell others about new discoveries. <u>Skills:</u> – To describe what a scientist is and the different ways in which they work and the discoveries of some famous scientists. To carry out some forensic tests and use forensic tests to solve a crime.

<p>Isaac Newton Galileo Friction Air resistance Water resistance Force meter Reliable Lever Spring Gear Pulley</p> <p>Curriculum links: English: Write a fact file about the life of Isaac Newton. Maths: measuring distance/mass/time. DT: Gears and mechanisms</p> <p>Resources: Balls of different sizes and weights. A range of everyday objects to weigh. Force meters. A globe. Matchstick men or Lego characters. 'Read all about it' (Activity resource book, pg 31) 'How does gravity act?' (Activity resource book, pg 30)</p>	<p>Internal fertilisation External fertilisation</p> <p>Curriculum links: English: Write instructional texts for the growing of plants.</p> <p>Creative/persuasive writing on zoos and conservation.</p> <p>Debates or presentations for and against keeping animals in zoos.</p> <p>DT: Look at where our food comes from and plan to cook using fruit and vegetables the class grow</p> <p>Resources: Potatoes Range of seeds</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Vocabulary: Hard Tough Strong Rigid Elastic Plastic Flexible Electrical conductor Thermal conductor Solution Solute Solvent Dissolve Evaporate Mixture Soluble Insoluble Filter Reversible/physical change Irreversible/chemical change Burning</p> <p>Curriculum links:</p>	<p>Vocabulary: Solar System Sun Star Planet Centric Geocentric Heliocentric Timeline Night-time Daytime Orbit Time zone</p> <p>Curriculum links: Mathematics: Calculating distances, sizes of planets, time taken for orbiting the sun.</p> <p>Computing: To research about the solar system and different planets</p> <p>English: writing mnemonics</p> <p>Art: To draw and paint the solar system.</p> <p>Resources: Model of the solar system Art materials</p>	<p>PSHE: How bodies are changing</p> <p>History: How the life span of a human has changed over time.</p> <p>DT: Designing a new product for the elderly.</p> <p>Resources: Large sheets of paper Access to images of people of different ages Disposable nappies – different brands Reusable nappies Sheets of newspaper Water (at room temperature) Plastic sandwich bags Plastic/paper cups Scissors A pair of old glasses with very scratched lenses, or covered in crumpled sellotape Thick gloves Ear plugs or cotton wool balls Crepe bandage to wrap around knees/elbows Ankle weights (optional) An old shirt A drinks bottle or jam jar</p>	<p>To identify and choose good ways of letting others know about science in the news.</p> <p>Vocabulary: Scientist Timeline Analyse Pattern Survey Classified Fair test Forensic Fingerprint Chromatography Microscope DNA Evidence Debate Blog News. Science fair</p> <p>Curriculum links: English: Children write a short biography of a famous scientist or scientific inventor. Mathematics: Work out how to structure the scale to show the dates on a timeline. ICT/Computing: Use tablets or computers to research information. Art: Bring information to life using colourful art work. PSHE: Discuss the moral and cultural significance of some scientific discoveries. History: Gain a view of when scientific discoveries took place.</p> <p>Resources: A variety of sponges, a bowl and water A variety of sports balls A variety of bottled waters A globe of the Earth o Dirty water and any equipment</p>
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			<p>English:</p> <ul style="list-style-type: none"> • To write a detailed explanation of why they chose a particular material, giving reasons. • To design an informative leaflet. • To write instructions. <p>Maths: measuring time</p> <p><u>Resources:</u> Range of everyday materials – refer to the plan</p>			<p>A fingerprint sheet Ink pad Plaster of Paris Plastic foam Filter paper or similar Microscope Sheet of staff fingerprints Sheet of staff handwriting Sheet of staff clothes fibres Video cameras Resources for forensic techniques (see pg 90) Newspaper articles of science news Computers or tablets and access to the Internet Equipment to create reports</p>
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<p>History (Rising Stars – Voyagers)</p>	<p>Was the Anglo-Saxon period really a Dark Age?</p> <p><u>Knowledge/key learning:</u> In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the ‘Dark Ages’. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • In this unit, the children will: • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and 		<p>Would the Vikings do anything for money?</p> <p><u>Knowledge/key learning:</u> In this unit, the children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. They will examine King Alfred’s struggle and victory over the Vikings, linking back to Year 5 Unit 1: The Anglo-Saxons.</p> <p><u>Skills:</u> develop a chronologically secure knowledge and understanding of British history</p> <ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time <p><u>Vocabulary:</u></p>		<p>What makes people go on a journey?</p> <p><u>Knowledge/key learning:</u> In this unit, the children will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period.</p> <p><u>Skills:</u> In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time. <p><u>Vocabulary:</u></p>	
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<p>organisation of relevant historical information</p> <ul style="list-style-type: none"> • note connections, contrasts and trends over time • Regularly address and devise historically valid questions about significance. <p><u>Vocabulary:</u> Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p> <p><u>Prior learning:</u> Egyptians – year 3 Romans Year 4</p> <p><u>Curriculum links:</u> Computing: using the Internet to carry out research Drama: planning and carrying out a class debate Geography: locating Britain and the surrounding area on a map Religious education: exploring different people’s beliefs</p> <p><u>Resources:</u> Timeline Text Books Computers</p>			<p>Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga.</p> <p><u>Prior learning:</u> Year 5 The Anglo Saxons Year 4 Roman Britain</p> <p><u>Curriculum links:</u></p> <ul style="list-style-type: none"> • Geography: map work, migration settlements (Viking place names) • English: writing kennings, news report of a Viking raid, discussion and debate around the significance of events or individuals, mythology and legend around Sagas <p><u>Resources:</u></p>		<p>Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant</p> <p><u>Prior learning:</u> Year 4 Roman Britain Year 5 Anglo Saxons Year 5 Vikings Year 1 The greatest explorers</p> <p><u>Curriculum links:</u></p> <ul style="list-style-type: none"> • English: write a poem about one of the journeys studied • Geography: map work, comparing countries around the world to identify similarity and difference related to push and pull factors • PSICHE: to have a better understanding of the nature of migration, collaboration, kindness, discrimination, fairness in the modern world <p><u>Resources:</u></p>	
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<p>Geography (Rising Stars – Voyagers)</p>		<p>Is our country changing?</p> <p>Knowledge/ Key Learning In this unit, the children will find out about the regions of the United Kingdom, discovering how some of these areas have changed over time.</p> <p>Vocabulary City Continent Country County GDP Great Britain Mountain Region River Settlement The British Isles Town Village</p> <p>Resources Curriculum links English: creating a presentation on sustainable change in the local area (Lesson 5)</p> <p>Computing: researching facts on the UK (Lesson 1)</p> <p>History: learning about regional effects of World War II (Lessons 2–6)</p> <p>PE: learning about planning for the 2012 Olympic and Paralympic Games (Lesson 2).</p>		<p>Where should we go on holiday?</p> <p>Knowledge/Key Learning In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design a sustainable eco-resort and produce literature for visitors to the area using geographical vocabulary.</p> <p>Prior learning The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.</p> <p>Vocabulary Tectonic plate Mountain range Agriculture Glacier Lake</p> <p>Resources Maps Atlases Globes Computers</p> <p>Curriculum links English: writing discussion texts on tourism in the Alps</p> <p>Science: learning about forces and friction in mountain formation (Lesson 2)</p> <p>Art & design:</p>		<p>Where does our stuff come from?</p> <p>Knowledge/ Key Learning In this unit, the children will find out about the UK’s global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.</p> <p>Vocabulary . Import, export, locally sourced, consumers, retailers, producers, recycled, Man-made, Native, season, biome, climate, fair trade, Raw material trade, and sustainability.</p> <p>Prior learning Resources Maps Atlases Globes Computers</p> <p>Cross-curricular links • English: compiling a leaflet explaining clothing production, with advice on ethical consumerism (Week 3); scripting a documentary discussing issues involved in buying locally produced</p>
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				<p>management, simulating an avalanche (Lesson 5)</p> <p>Computing: creating a digital book with photos and mobile apps to inform tourists about the Alpine region, and their own area (Lesson 6)</p> <p>Modern foreign languages: French, German and Italian are spoken in the countries studied</p>		<p>versus imported products (Week 5); writing an adventure story on the journey of a product (Week 6).</p> <ul style="list-style-type: none"> • Mathematics: creating a frequency chart and bar graph showing countries of origin for products at home (Week 1); handling data to create tables, graphs and charts (Week 4); calculating food miles (Week 5). • Science: learning about seasons, the life cycle of plants and seed dispersal (Week 2). • Art & Design: drawing and annotating: school uniform (Week 1); fruits and their origins (Week 2). • History: discussing exploration and trade, with a particular link to Tudor times (Week 2).
Art		<p>Kapow -Painting and mixed media: portraits</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p>Knowledge and Learning</p> <p>Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>		<p>Kapow - Drawing: I need space (take one artist)</p> <p>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image</p> <p>Knowledge and Learning</p> <p>Formal elements:</p> <ul style="list-style-type: none"> • Shape: Shapes can be used to place the key elements in a composition. • Line: Lines can be used by artists to control what the viewer looks at 		<p>Kapow - Sculpture and 3D: installation art</p> <p>Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.</p> <p>Knowledge and Learning</p> <p>Formal elements:</p> <ul style="list-style-type: none"> • Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them.

Tone: Tone can help show the foreground and background in an artwork.

Skills

- How to develop a drawing into a painting.
- How to create a drawing using text as lines and tone.
- How to experiment with materials and create different backgrounds to draw onto.
- How to use a photograph as a starting point for a mixed-media artwork.
- How to take an interesting portrait photograph, exploring different angles.
- How to adapt an image to create a new one.
- How to combine materials to create an effect.
- How to choose colours to represent an idea or atmosphere.
- How to develop a final composition from sketchbook ideas.

Vocabulary

- art medium
- atmosphere
- background

within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.

- **Texture:** How to create texture on different materials.

Skills

- To know what print effects different materials make.
- How to analyse an image that considers impact, audience and purpose.
- How to draw the same image in different ways with different materials and techniques.
- How to make a collagraph plate.
- How to make a collagraph print.
- How to develop drawn ideas for a print.
- How to combine techniques to create a final composition.
- How to decide what materials and tools to use based on experience and knowledge.

Vocabulary

- cold war
- collagraph
- collagraphy
- composition
- culture
- decision
- develop
- evaluate
- futuristic
- imagery

- **Form:** The size and scale of three-dimensional artwork change the effect of the piece.

Skills

- - How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.
- How to try out ideas on a small scale to assess their effect.
- How to use everyday objects to form a sculpture.
- How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.
- How to try out ideas for making a sculpture interactive.
- How to plan an installation proposal, making choices about light, sound and display.

Vocabulary

- analyse
- art medium
- atmosphere
- concept
- culture
- display
- elements

		<ul style="list-style-type: none"> • carbon paper • collage • composition • continuous line drawing • evaluate • justify • mixed media • monoprint • multi media • paint wash • portrait • printmaking • represent • research • self-portrait • texture • transfer <p style="text-align: center;">Prior Learning Year 4 - Develop ideas from starting points throughout the curriculum.</p> <p style="text-align: center;">Curriculum Links Maths – Shapes and symmetry PSHE –Being me</p>		<ul style="list-style-type: none"> • printing plate • printmaking • process • propaganda • purpose • repetition • Retrofuturism • revisit • space race • stimulus • technique <p style="text-align: center;">Prior Learning Develop skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a ‘curator’</p> <p style="text-align: center;">Curriculum Links History – past events English – Poetry</p>		<ul style="list-style-type: none"> • evaluate • experience • features • influence • installation art • interact • interactive • location • mixed media • performance art • props • revolution • scale • scaled down • special effects • stencil • three dimensional <p style="text-align: center;">Curriculum Links PHSE – Opinions DT – design process</p>
DT	<p>Structures – Shell Structures - Marbulous Structures</p> <p>Knowledge and Learning To investigate free standing structures.</p> <p>To select and use a wider range of tools for a variety of practical tasks</p>		<p style="text-align: center;">Food – Serve a Salad</p> <p>Knowledge and Learning To understand and apply the principles of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>		<p style="text-align: center;">Electrical Systems – Programming Adventures</p> <p>Knowledge and Learning To know and understand how a floor robot moves.</p> <p>To accurately program instructions to control a floor robot.</p> <p style="text-align: center;">Skills</p>	

	<p>To select from and use materials and components to make a Stable frame structure</p> <p>To evaluate their ideas against their own design criteria and consider the views of others to improve their work in the context of evaluating their marble run against the design criteria set in lesson 5.</p> <p style="text-align: center;">Skills</p> <p>Apply my understanding of structures.</p> <p>Explain different techniques used to join card to other materials I can apply these methods when making a marble run bridge.</p> <p>Select appropriate tools and equipment to help me create an accurate and precise finish.</p> <p>Evaluate and improve my design and technology work</p> <p style="text-align: center;">Vocabulary</p> <p>Free- standing, Structure, Support, Stiffen, Sturdy, Stable, Reposition, Strengthen, Reinforce, Investigate, Analyse, Product, Tools, Equipment, Practical, Technique, Accurate, Join, Shape, Aesthetics, Functional Bend, cut/shape/join, Existing, Iterative process, Testing, Design criteria Improving, High quality finish</p> <p style="text-align: center;">Prior Learning</p> <p style="text-align: center;">Curriculum Links</p>		<p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p style="text-align: center;">Skills</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> <p style="text-align: center;">Vocabulary</p> <p>Investigating, Evaluating Products, Analysing Health and safety, Healthy Balanced plate, Food groups Preference, Texture, Taste Smell, Appearance, Filling Sweet, Sour, Salty, Bitter Cutting, Spreading, Grating Mixing, Slicing, Chopping Knife</p> <p style="text-align: center;">Prior Learning</p> <p>KS1 have basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p> <p style="text-align: center;">Curriculum Links</p> <p>RE/PSHE: Celebrating culture and seasonality – cooking and nutrition requirements.</p> <p>Geography: Settlement and trade – investigate food traded between countries; diet of people in different countries.</p>		<p>Apply their understanding of computing to program, monitor and control their products by understanding what floor robots are and how they are programmed and controlled.</p> <p style="text-align: center;">Vocabulary</p> <p>Programming, Controlling, Floor robot, Bee bot, Input/output, Function, Annotated sketch, Pattern Cross sectional, Pieces Exploded diagrams, Prototype, Computer aided Obstacles, Adventure Adventure maps, Materials Properties, Innovative Cotton/Silk/Felt/Cardboard/ Paper/ Bubble wrap/ plastic Appealing, Design criteria Evaluate, Revise, Joining Monitoring</p> <p style="text-align: center;">Prior Learning</p> <p>Prior experience of programming a floor robot or software programme controlling a character or avatar (e.g. Scratch).</p> <p style="text-align: center;">Curriculum Links</p> <p>Geography: sources of electricity.</p> <p>Computing: Programming.</p> <p>Maths: Problem solving.</p>	
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	<p>Computing: Computer aided designs.</p> <p>Geography: Climate zone – to design an environmentally friendly structure.</p> <p>Science: Forces</p>					
<p>Computing (Purple Mash)</p>	<p>Unit 5.1 Coding Weeks – 6 Programs – 2Code</p> <p>Knowledge and Learning: Designing and writing a program that accomplishes a specific goal.</p> <p>Skills: To turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</p> <p>Vocabulary: Action, Timer, Alert, Variable, Algorithm, Bug Code Design, Command, Control, Bug/ Debugging, Design Mode, Event, Get Input, If, If/Else, Input Output, Object, Repeat, Sequence, Selection, Simulation</p> <p>Prior Learning:</p>	<p>Unit 5.2 Online Safety Weeks – 2 Programs – Various</p> <p>Unit 5.4 Databases Weeks – 4 Programs – 2Question, 2Investigate</p> <p>Knowledge and Learning: To discuss and understand the importance of keeping personal information safe. To understand issues concerning the reliability of sources and people online.</p> <p>Skills: To have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p> <p>Vocabulary: Online Safety, Smart rules Password, Reputable, Encryption, Identity Theft Shared Image, Plagiarism Citations, Reference, Bibliography</p>	<p>Unit 5.3 Spreadsheets Weeks – 6 Programs – 2Calculate</p> <p>Knowledge and Learning: Conversions of measurements Novel use of the count tool Formulae including the advanced mode using a spreadsheet to plan an event</p> <p>Skills:</p> <p>Vocabulary: Avatar, Binary Tree, Charts, Collaborative, Data, Database Find, Record Sort, Group and Arrange Statistics and reports Table Average, Advance Mode, Copy and Paste, Columns Cells, Charts, Equals Tool, Formula, Formula Wizard Move Cell tool, Random Tool, Rows, Spin Tool Spreadsheet Timer</p> <p>Prior Learning: What more than less than and equals to mean and apply them correctly,</p> <p>Curriculum Links:</p>	<p>Unit 5.5 Games Creator Weeks – 5 Programs – 2DIY 3D</p> <p>Knowledge and Learning: To set the scene. To create the game environment. To create the game quest. To finish and share the game To evaluate their and peers’ games.</p> <p>Skills:</p> <p>Vocabulary: Animation, Computer Game, Customise, Evaluation, Image, Instructions, Interactive, Screenshot Texture, Perspective, Playability</p> <p>Prior Learning: Internet safety pupils know not to give out personal information. \children know how to use the email feature on purple mash</p> <p>Curriculum Links: English-writing a response, Resources: purple mash</p>	<p>Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design &Make</p> <p>Knowledge and Learning: To be introduced to 2Design and Make. To explore the effect of moving points when designing. To understand designing for a purpose. To understand printing and making.</p> <p>Skills: To discuss what makes a good model, use a range of materials and adjust work to make stronger.</p> <p>Vocabulary: Computer Aided Design (CAD),Modelling, 3D, Viewpoint, Polygon, 2D, Net 3D Printing, Points, Template</p> <p>Prior Learning:</p> <p>Curriculum Links: Maths sorting objects Resources: purple mash 2question</p>	<p>Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect Knowledge and Learning</p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>To 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.</p> <p>Skills Develop their ability to apply their Computing capability to support their use of language and communication, and support their learning in other areas.</p>

	<p>understand and use variables, what is an algorithm and understand the difference between timers and repeat commands.</p> <p>Curriculum Links: Resources: purple mash</p>	<p>Prior Learning: What is personal information? why you should not share user name</p> <p>Curriculum Links: PSHE: keeping yourself safe Resources: purple mash</p>	<p>maths - graphs, number, more than less than Resources: purple mash</p> <p>touch typing Knowledge and Learning Introduce typing, how to sit at a keyboard, to learn and practice typing</p> <p>Skills: Develop the ability to touch type the home and bottom rows, to use two hands to touch type at a keyboard.</p> <p>Vocabulary posture, top row keys, bottom row keys, space bar Prior Learning:</p> <p>Curriculum Links English- spelling Resources: purple mash</p>			<p>Vocabulary Action, Alert, Algorithm Bug, Code Design Command, Control Bug/ Debugging Design Mode, Event Get Input, If/Else, Input Output, Object, Repeat Sequence, Selection Simulation, Prior Learning</p> <p>Prior Learning Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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.</p> <p>Curriculum Links English: Non-Fiction reading Maths: Spreadsheet, database and co-ordinates.</p>
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<p>PE</p>	<p>Fitness/Handball Knowledge/Learning Children will have an opportunity to develop their understanding of the rules and skills of handball. Students will continue to build on their fitness skills and will be able to understand how to move their bodies to acquire different fitness goals.</p> <p>Skills Children will develop, Throwing, catching, pivoting, balance, jumping, rule following</p> <p>Curriculum Links English Rule following Math Counting Steps</p>	<p>Yoga/Dodgeball/Dance Knowledge/Learning Children will have the opportunity to develop their movement via alteration of Yoga and Dance. The second slot will require children to work as a team to defeat their opponents in Dodgeball.</p> <p>Skills Children will develop flexibility, strength, technique, control, throwing, catching and balance.</p> <p>Vocabulary</p> <p>Curriculum links ENGLISH Learning of key vocabulary- stimulus, dynamics, formations, unison, relationship, phrase Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback</p> <p>MATHS Counting to stay in time with music and a group Using distances to create accurate formations</p>	<p>Hockey/Gymnastics Knowledge/Learning In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition.</p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands.</p> <p>Skills Dribbling Passing Receiving Tackling Creating and using space Shooting</p> <p>Vocabulary Symmetrical and asymmetrical balances Straight roll Forward roll Straddle roll</p>	<p>Football/Tag Rugby Knowledge/learning Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball.</p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence.</p> <p>Skills Throwing Catching Running Dodging Scoring</p> <p>Dribbling Passing Ball control Tracking / jockeying Turning Goalkeeping</p> <p>Vocabulary</p> <p>Curriculum links ENGLISH</p>	<p>Basketball/Swimming Knowledge/Learning</p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession.</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water.</p> <p>Skills Rotation Sculling Treading water Gliding Front crawl Backstroke Breaststroke Surface dives Floating Huddle and H.E.L.P. position.</p> <p>Vocabulary</p>	<p>Netball /Athletics Knowledge/Learning In this Athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills. They will be running for speed and endurance as well as revisiting the standing long jump and triple jump.</p> <p>To identify some of the basic rules of netball, understand the footwork rule, how to defend in netball, the correct technique to shoot and where to stand when a game begins.</p> <p>Skills Develop the following skills: Running Hopping Skipping Throwing Catching Collecting Dribbling Chasing Vocabulary</p>

		<p>MUSIC Expressing an understanding of rhythm through movement Counting music to create movement</p>	<p>Backward roll Cartwheel</p> <p>Curriculum links ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Discussing tactics and communicating these with a partner and group.</p> <p>MATHS Adding scores in the tournament to get a final placing. Creating goals and playing areas of set distances. Estimating distances away from a partner.</p>	<p>Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, maintain Understand and follow instructions Understand rules and apply them to game situations Discussing and communicating tactics with a partner and group</p> <p>MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart</p>	<p>Curriculum links ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, maintain Understand and follow instructions Understand rules and apply them to game situations Discussing and communicating tactics with a partner and group</p> <p>MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart</p>	<p>Athletics, discipline, throw, fling, discus, accuracy, distance, measure, technique, transfer, release, follow-through, throwing line, no-throw.</p> <p>Curriculum links PSHE- Being my best</p>
RE	<p>Beliefs into action (Sikhism) Knowlegde and Learning: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism How far would a Sikh go for his/her religion? Do religious people lead better lives?</p>	<p>Christmas (Christianity) Knowledge/Learning Is the Christmas story true? Key QuedtionLIIs the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing) Skills: We are learning to evaluate different accounts of the Christmas story and</p>	<p>Hindu Beliefs (Hinduism) Key question: How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing/Behaving) Skills: We are learning to understand the Hindu belief that there is one</p>	<p>Easter (Christianity) Key Question: How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion? (Believing) Skills: We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion</p>	<p>Prayer and worship (Sikhism) What is the best way for a Sikh to show commitment to God? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging) Skills: We are learning to</p>	<p>Beliefs and Practices (Christianity) What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving) Skills: We are learning to Understand how Christians show their commitment to God and to</p>

	<p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Skills: We are learning to compare the different ways Sikhs put their religion into practice.</p>	<p>understand that stories can be true in different ways.</p>	<p>God with many different aspects.</p>	<p>was the consequence of events during Holy Week.</p>	<p>Understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>	<p>evaluate if there is a best way.</p>
<p>Music (Charanga)</p>	<p>Melody and harmony in music <i>Knowledge and learning</i> Pupils should be taught A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?</p> <p>Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. 	<p>Singing and playing in different styles <i>Knowledge and learning</i> Pupils should be taught Singing and playing in different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p> <p>Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. 	<p>Composing and Chords <i>Knowledge and learning</i> Pupils should be taught If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.</p> <p>Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. 	<p>Enjoying Musical Styles <i>Knowledge and learning</i> Pupils should be taught There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p> <p>Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. 	<p>Freedom to Improvise <i>Knowledge and learning.</i> Pupils should be taught Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p>Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other 	<p>Battle of the Bands <i>Knowledge and learning</i> Pupils should be taught Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts.</p> <p>Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other

	<ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Vocabulary Melody, Harmony, Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics.</p> <p>Curriculum Links PSHE: Friendship Kindness</p>	<ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics.</p> <p>Curriculum Links History: Entertainment Storytelling Folklore Current events</p>	<ul style="list-style-type: none"> ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Vocabulary Composing, Chords, Composer, Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics.</p> <p>Curriculum Links PSHE: Social justice Acceptance Tolerance Politics Folklore Respect</p>	<ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Vocabulary Texture, Style, Genre, Pulse, rhythm, pitch, dynamics, timbre, tempo, structure, notation, song, verse, chorus, lyrics.</p> <p>Curriculum Links PSHE/ Geography: Communities Culture Traditions: festivals, holidays, celebrations Self-expression Individuality</p>	<p>people's thoughts about the music.</p> <ul style="list-style-type: none"> ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Vocabulary Improvisation, interval, motion, Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics.</p> <p>Curriculum Links PSHE: Interpersonal relationships Developing morals and ethics Empathy</p>	<p>people's thoughts about the music.</p> <ul style="list-style-type: none"> ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Vocabulary Performance, bands, battle, Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics.</p> <p>Curriculum Links Science: Environmental protection Sustainability Habitats and ecosystems Our solar system Looking after the planet</p>
PSHE SCARF	<p>Me and My Relationships</p> <p>Skills: Empathy, self-awareness, motivation, social skills</p> <p>Vocabulary: teamwork, emotions, feelings, challenges, healthy relationship, assertive</p> <p>Prior Learning: relationships, feelings towards others</p> <p>Curriculum Links: English, R.E</p>	<p>Valuing Difference</p> <p>Skills: Managing feelings, empathy, social skills, self-awareness</p> <p>Vocabulary: diversity, aggressive behaviour, feelings, safe, secret, unsafe, dares.</p> <p>Prior Learning: Knowing who to turn to in a situation</p> <p>Curriculum Links: English, R.E</p>	<p>Keeping Myself Safe</p> <p>Skills: Motivation, self-awareness</p> <p>Vocabulary: goals, targets, overcoming obstacles, consequences.</p> <p>Prior Learning: Understanding and achieving a goal</p> <p>Curriculum Links: English and R.E</p> <p>Resources: Stories related to lessons.</p>	<p>Rights and Responsibilities</p> <p>Skills: Self-awareness, managing feelings, empathy</p> <p>Vocabulary: healthy, safe, expenses, situation.</p> <p>Prior Learning: How to make sensible choices</p> <p>Curriculum Links: English</p>	<p>Being my Best</p> <p>Skills: motivation, social skills, managing feelings.</p> <p>Vocabulary: first aid, feelings, Adapt, belonging, accepted, rejected</p> <p>Prior Learning: Knowing about yourself and others, knowing about your community</p> <p>Curriculum Links: R.E, Art</p>	<p>Growing and Changing</p> <p>Skills: Achievement Aspirations Building self-esteem Diversity Growth Mindset Talents</p> <p>Vocabulary: Anticipation, over-reaction, empathy, empathise, anxiety, anxious</p> <p>Prior learning: Year 4 lessons</p>

Trips / Experiences etc.		Walk around local area	Viking workshop		Science Museum Art Exhibition	