

Year 5 Curriculum Map 2023 – 2024 (with skills)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Natural Disasters	Tudors	Ancient Greeks	Geographical skills (Greece)	Census	Food, farming and climate
Trips	Cinema	Forces workshop- Science	In school workshop (https://www.historyofthepage.co.uk/courses/ancient-greece/)		Colchester zoo	Barleylands
Rationale	Natural disasters is our first topic because it is a very interesting topic to get them engaged with geography. We have done this in previous years and the work has been excellent. It links directly to the KS2 Geography outcomes as we are able to work on map skills (to locate the countries and understand why a natural disaster would occur), speak about the equator and tectonic plates, allows us to discuss physical geography and begin to talk about climate change. It also directly	KAPOW Scheme	Ancient Greece has been a popular topic in previous years. This topic links well to our book 'Who Let the God's Out' and the children enjoy learning about the different Greek Gods and their features. The topic works well with our English modules and the children enjoy using what they have learnt in topic within their writing. This topic covers both history and geography outcomes. The children learn about what it was like to live in Ancient Greece. They compare Athens and Sparta and learn about the similarities and differences between the two cities. Furthermore, we also cover map skills in this unit. The children learn how to read maps of towns, cities and countries. KAPOW Scheme		KAPOW Scheme	Food glorious not only has a clear link with our book for this half term, it also allows children the opportunity to explore where food actually comes from. By looking at seasonality and fair trade, it may help children think more about how their food ended up on their plate. This unit also links well with the previous topic as it gives an insight into how

	links with the key text (tornado).					food production can be harmful for animals and the environment.
Focus texts	The Wizard of Oz	The Butterfly Lion	Who let the gods out?	Who let the gods out?	When the mountains roared	Charlie and the Chocolate Factory
English	<p>Character and setting description- <i>Jonathan Bond- How to create atmosphere</i> (2 weeks)</p> <p>Newspaper report – Dorothy has gone missing! (2 weeks)</p> <p>What to expect when you arrive in Oz explanation text (2 weeks)</p> <p>Poetry: Kenning Poems about natural disasters (1 week)</p>	<p>Writing their own traditional tale (3rd person) (2 weeks)</p> <p><i>Jonathan Bond- How to write a TV explanation-</i> information text style (2 weeks)</p> <p>Persuasive writing- Letter to the French Man. Why lions shouldn't be kept in a circus (1 week)</p> <p>Diary Entry (1 week) Whole week</p> <p>Poetry: Shape poems (1 week)</p>	<p><i>2 days after break</i></p> <p><i>Jonathan Bond- How to write and present a speech-</i>Virgo stealing the flask (2 weeks)</p> <p>Drama- Chapter 1 (1 week)</p> <p>Biography about a Greek God <i>Jonathan Bond- How to write a biography</i> (2 weeks)</p> <p>Poetry: Spoken Word (1 Week)</p>	<p><i>Jonathan Bond- How to write a finding story</i> (2 weeks)</p> <p>Historical Narrative (2 Weeks)</p> <p>Poetry: rhyming (1 weeks)</p>	<p>Non chronological report (2 weeks)</p> <p><i>Jonathan Bond- How to write a blog</i> (2 weeks)</p> <p>Stories which raise issues or dilemmas (2 week)</p>	<p>Film narrative – clips described in detail from CCF (2 weeks)</p> <p>Information texts – Roald Dahl (2 weeks)</p> <p>Play scripts – Picking a scene and writing their own scripts (1 week) <i>Jonathan Bond- How to perform a play</i></p> <p>Poetry: Free verse (1 week)</p>
Mathematics	<p>Place Value: Roman Numerals Numbers to 10,000; 100,000; 1,000,000 Read and write numbers to 1,000,000</p>	<p>Multiplication and division: Multiples Common multiples Factors Common factors</p>	<p>Multiplication and division: Multiply up to a 4 digit number by a 1 digit number</p>	<p>Decimals and percentages: Decimals up to 2 decimal places Equivalent fractions and decimals (tenths)</p>	<p>Angles and Shapes: Understand and use degrees Classify angles Estimate angles</p>	<p>Decimals: Add decimals with different numbers and decimals places</p>

	<p>Powers of 10 More or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 1,000,000 Round to the nearest 10,100, 1000 Round within 100,000 Addition and subtraction: Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations Multistep addition and subtraction Compare calculations Find missing numbers</p>	<p>Prime numbers Square numbers Cube numbers Multiply by 10, 100, 1000 Fractions: Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions into mixed numbers Convert mixed numbers into improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1</p>	<p>Multiply a 2 digit number by a 2 digit number (area model) Multiply a 2 digit number by a 2 digit number Multiply a 3 digit number by a 2 digit number Multiply a 4 digit number by a 2 digit number Solve problems with multiplication Short division Divide a 4 digit number by a 1 digit number Divide with remainders Efficient division Solve problems with multiplication Fractions: Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole</p>	<p>Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a placed value chart Order and compare decimals (same number of decimal place) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as decimals Equivalent fractions, decimals and percentages Perimeter and Area:</p>	<p>Measure angles up to 180 Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3D shapes Position and direction: Read and plot coordinates Problem solving With coordinates Lines of symmetry Reflection in horizontal and vertical lines Decimals: Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract across 1 Add decimals with the same number of decimal places</p>	<p>Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1000 Divide by 10, 100, 1000 Divide by 10, 100, 1000 Multiply and divide decimals – missing values Negative numbers: Understand negative numbers Count through zero in 1s Compare and order negative numbers Find the difference Converting units:</p>
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			Use fractions as operators	Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area Statistics: Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables	Subtract decimals with the same number of places	Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables Volume: Cubic centimetres Compare volume Estimate volume Estimate capacity
Science	Earth and Space Nicholas Copernicus	Forces Isaac Newton	Properties and changes of State Marie Curie	Properties and changes of state Marie Curie	All living things Jane Goodall	Animals including humans Rosalind Franklin
Key Vocabulary	Earth Planets Sun solar system Moon celestial body sphere/ spherical rotate/ rotation spin	Fall Gravity Force air resistance water resistance friction moving	sieving evaporating reversible changes mixing evaporation filtering sieving melting irreversible conductivity insulation	Solid liquid gas air oxygen powder grain/ granular crystals	life process of reproduction plants animals vegetable garden flower border reproduction	Human puberty life growth child adult adolescence teenager

	<p>night and day Mercury Venus Mars Jupiter Saturn Uranus Neptune Pluto 'dwarf' planet Orbit revolve geocentric model heliocentric model shadow clocks sundials astronomical clocks</p>	<p>surfaces mechanisms levers pulleys gears magnetic force magnet attract</p>	<p>chemical opaque translucent rusting residue condensing properties hardness solubility transparency conductive response to magnets dissolve liquid solution solute separate separating solids, liquids, gases filtering</p>	<p>ice/ water/ steam water vapour heated/ heating cooled/ cooling temperature degrees Celsius melt freeze solidify melting point molten</p>	<p>plants- sexual, asexual animals- sexual life cycles- mammal, amphibian, insect, bird lifecycles around the world rainforest, oceans, desert prehistoric similarities differences germination pollination stamen stigma</p>	<p>old age life cycle death period pregnancy gestation</p>
<p>Skill Knowledge</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> describe the changes as humans develop to old age Changes during puberty Researching gestation periods and comparing g with humans

	<p>explain day and night and the apparent movement of the sun across the sky</p>	<ul style="list-style-type: none"> recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>form a solution, and describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 	<ul style="list-style-type: none"> 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>Computing</p> <p>National Curriculum Objectives</p> <p><i>Lesson Objectives</i></p>	<p>Computing systems and networks - Systems and searching</p> <p>National curriculum objectives: 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>Creating media - Video production</p> <p>National curriculum objectives: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of</p>	<p>Programming A – Selection in physical computing</p> <p>National curriculum objectives: 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>Data and information – Flat-file databases</p> <p>National curriculum objectives: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Creating media – Introduction to vector graphics</p> <p>National curriculum objectives: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and</p>	<p>Programming B – Selection in quizzes</p> <p>National curriculum objectives: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems</p>

	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</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>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To explain that computers can be 	<p>software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing 	<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>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To control a simple circuit connected to a computer -To write a program that includes count-controlled loops 	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions 	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with -To apply what I have learned about vector drawings 	<p>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>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>
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	<p>connected together to form systems</p> <ul style="list-style-type: none"> -To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom 	<ul style="list-style-type: none"> -To consider the impact of the choices made when making and sharing a video 	<ul style="list-style-type: none"> -To explain that a loop can stop when a condition is met -To explain that a loop can be used to repeatedly check whether a condition has been met -To design a physical project that includes selection -To create a program that controls a physical computing project 			<p>evaluating and presenting data and information</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program
Key Vocabulary	<p>Online sharing</p> <p>Multimedia effects</p> <p>Multimedia modification</p> <p>Transitions</p> <p>Hyperlinks</p> <p>Editing tools</p> <p>Refining</p> <p>Online sharing</p>	<p>Online sharing</p> <p>Multimedia effects</p> <p>Multimedia modification</p> <p>Transitions</p> <p>Hyperlinks</p> <p>Editing tools</p> <p>Refining</p> <p>Online sharing</p>	<p>Responsible online communication</p> <p>Informed choices</p> <p>Virus threats</p> <p>Blogs</p> <p>Messaging</p>	<p>Explore procedures</p> <p>Refine procedures</p> <p>Variable</p> <p>Hardware + software control</p> <p>Change inputs</p> <p>Different outputs</p> <p>Articulate solutions</p> <p>Commands</p>	<p>Explore procedures</p> <p>Refine procedures</p> <p>Variable</p> <p>Hardware + software control</p> <p>Change inputs</p> <p>Different outputs</p> <p>Articulate solutions</p> <p>Commands</p>	<p>Explore procedures</p> <p>Refine procedures</p> <p>Variable</p> <p>Hardware + software control</p> <p>Change inputs</p> <p>Different outputs</p>

	<p>Spreadsheets Complex searches (and/or: </>) Problem solving Present answers Analyse information Question data Interpret</p>	<p>Spreadsheets Complex searches (and/or: </>) Problem solving Present answers Analyse information Question data Interpret</p>				<p>Articulate solutions Commands</p>
<p>Geography</p>	<p>Geographical causes of natural disasters</p>			<p>Geographical skills</p>		<p>Food, farming and climate</p>
<p>Key Vocabulary</p>	<p>Earthquake Volcano Aftershock Aftermath Tsunami Hurricane Affects Effects Flood Tectonic plates Earth's crust</p>			<p>Europe UK Hot North South East West Compare Similarities Differences Compass Direction Scale Travel Distance</p>		<p>World Farming Fairtrade Distribution Natural resources Left Right North South East West Charity Habitats Changing</p>

				<p>Left Right Capital cities Key Symbol</p>		<p>Vegetation Biomes Natural Rainforests Oceans and seas Forests Ice caps Rivers Eco-system</p>
<p>Skill Knowledge</p>	<p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- <i>What is the landscape like?</i> <i>Why do these natural disasters occur?</i> <i>How is this affected by climate change?</i> <i>What is the equator and what impact does</i></p>			<p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- Compare the UK to Greece Compare and contrast an area of</p>		<p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- <i>Where does our food come from?</i></p>

	<p><i>this have on natural disasters?</i></p> <p><i>TigTag- The Earth's Layers</i></p> <p><i>What is magma?</i></p> <p><i>What is lava?</i></p> <p><i>What are the layers of the Earth called?</i></p> <p><i>How does the Earth change over time?</i></p> <p><i>TigTag- Floods:</i></p> <p><i>What is a flood?</i></p> <p><i>When are floods most likely to happen?</i></p> <p><i>What do we call the flat land on either side of the river channel?</i></p> <p><i>Does flooding only occur in areas next to rivers?</i></p> <p><i>What effect can flooding have on people and the environment?</i></p> <p><i>Explain how weather changes with each season and discuss</i></p>			<p>the UK and of Europe (Greece)</p> <p>Understand geographical similarities and differences and how the land may change in the future through the study of places linked to topic (Africa and Greece)</p> <p>Discuss countries that pupils have connections with (heritage or visited) and describe a places outside across the globe using geographical terms and express own views about people, places and environments relating to Africa and Greece</p> <p>PSHE</p>		<p><i>What does sustainability mean?</i></p> <p><i>Why do different things grow better in different parts of the world?</i></p> <p><i>TigTag- Caring for the environment:</i></p> <p><i>What might an organic farmer use instead of pesticides</i></p> <p><i>Why might this be beneficial to the environment?</i></p> <p><i>Why do you think people may choose food grown by organic farmers over that grown using chemical fertilisers and pesticides?</i></p>
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	<p>how this is different in other countries and why. Discussing the tilt of the Earth SCIENCE</p> <p>Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain, crust, lava, magma</p> <p>Understand how some natural disasters occur (earthquakes, floods, hurricanes, cyclones, tsunamis, volcanoes)</p> <p>Understand processes involved in the water cycle and how this affects floods</p> <p>Understand how humans affect the</p>			<p>Investigate ethnic diversity of the population and suggest reasons for this PSHE</p> <p>Locate countries around the world (focussing on Europe) and identify the 5 oceans</p> <p>Name and locate some major cities in Europe (linking to topic)</p> <p>Name and locate some of the world's major mountains on maps</p> <p>Recap: Use world maps, atlases and globes to identify the UK and its countries. Locate</p>		<p><i>What do you think are the basic needs of all living things?</i></p> <p>Research the impact of trade in history, including distribution of natural resources (energy, food, minerals and water)</p> <p>Understand how humans affect the environment over time and ways to prevent this</p> <p>Discuss why the weather is different around the world and compare this to</p>
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	<p>environment over time and ways to prevent this</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features</p>			<p>counties within the UK</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) around the world</p> <p>Use a range of sources to research and present information, including ICT (E.g. reports, graphs, sketches, pictures and diagrams) and conduct research on an area of</p>		<p>the UK using geographical vocabulary</p> <p>Understand and explain the location of hot and cold areas of the world in relation to the Equator, hemispheres, tropics and the North and South Poles</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features</p> <p>Describe and understand biomes (equatorial)</p>
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				<p>Europe using a range of sources</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use globes, maps, plans at a range of scales - i.e. following a route on map and make maps and plans and use ordnance survey maps and their symbols</p> <p>Use keys and symbols- differentiating countries, capital cities, rivers, main cities, roads and mountain ranges</p> <p>Name and use the 8 points of a</p>		<p>Describe and understand key aspects of climate zones</p> <p><i>TigTag- Climate:</i></p> <p><i>How is weather different to climate?</i></p> <p><i>What is a biome?</i></p> <p><i>What is an ecosystem?</i></p> <p><i>How may the climate change over time?</i></p> <p><i>Why are trees so important?</i></p> <p><i>How are the ice caps melting effecting the environment?</i></p>
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				<p>compass. Use simple compass directions. Use other directional language (left/ right/ up / down/forwards/ backwards / horizontal/ vertical).</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><i>TigTag- What is a map? And</i></p>		
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				<p><i>Longitude and latitude:</i> <i>What is a map?</i> <i>What is longitude and latitude?</i> <i>Why is scale important?</i> <i>What is a key?</i> <i>When else might a map be used?</i> <i>What are the compass points?</i></p>		
<p>History KAPOW SoW</p>		<p>The Tudors What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or</p>	<p>The Ancient Greeks What did the Greeks ever do for us?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks Who were the Greeks and when did they live? What did the Greeks believe?</p>		<p>Census What does the census tell us about our local area?</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest</p>	

		<p>poor, children learn what life was like for people in Tudor times</p> <p>Fair ruler or Tyrant what was Henry VIII really like? Why was Anne Boleyn killed? Why did Henry VIII have so many wives? What was Royal Progress like? What can inventories tell us about what life was like in Tudor times? P 1 What can inventories tell us about what life was like in Tudor times? P2</p>	<p>How was ancient Greece governed? Did the Ancient Greeks give us democracy? How do Greek Philosophers influence us today? What did the Greeks do for us?</p>		<p>reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street What does the census tell us about people living in our local area? What happened to Mary Bucktrout? Part 1 What happened to Mary Bucktrout? Part 2 How did Mary Bucktrout feel about the key events in her life? Who lived in our local area? (Part 1)</p>	
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					Who lived in our local area? (Part 2)	
Key Vocabulary		<p>Authority Evidence Heir Inventory Portrait Primary source secondary source Tyrant</p>	<p>Achievement Assembly Athens City-State Classical golden period Democracy Oligarchy Philosophy Sparta Zeus</p>		<p>Census Source Records Primary Secondary Enquiry Research Local</p>	
Art	Autumn 1 Painting Natural Disasters	Autumn 2 3D/Sculpture Work Africa	Spring 1 Drawing Ancient Greece	Spring 2 Printing Ancient Greece	Summer 1 Cooking Chips	Summer 2 Textiles/Collage Food
Lessons and key skills	Taking inspiration from a photograph create a painting that captures the energy of a natural disaster (2 Lessons)	Make an animal using recycled materials and papier mache. (2 Lessons)	Sketch the Parthenon (1/2 Lessons) Design a Greek God (1/2 Lessons)	Create printing blocks based on the historical artwork of an ancient civilisation (2 Lessons)	Children will design, make and evaluate a chips. Use research and develop	Create a collage based on food packaging (2 Lessons)

	<p>Talk about the difference between abstract v realism and a painting v a photograph (2 Lessons, 1 lesson abstract, 1 lesson realism)</p> <p>Paint a mixed media self-portrait in the style of Jean Michel Basquiat (use oil pastels, felt tip pens and watercolours) (1/2 Lessons)</p> <p>Purposely control types of colour mixing to create desired shades and tones Develop style using a range of techniques and materials</p> <p>Record ideas and make changes in a sketch book</p>	<p>Make an African mask from built up layers of cardboard. Add painted decoration. (2 Lessons)</p> <p>Make and paint an African inspired pot/vase/tile (2 Lessons)</p> <p>Develop style using a range of techniques and materials.</p> <p>Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p>	<p>Design and Make Athena's shield – what makes a good design? How can we demonstrate this using sketch? (2 Lessons)</p> <p>To understand when different types of pencil mark are appropriate: i.e. faint lines for rubbing out, darker lines for definition Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use of different media to create effect (i.e. paint, pen, pencil) Develop style using a range of</p>	<p>Use recycled materials (children's choice) to print a picture based on a piece of music. (2 Lessons)</p> <p>Use wax crayons and a pencil to print a Greek God. (1 Lesson) Continue to print using suitable materials. Layer prints.</p> <p>Record ideas and make changes in a sketch book</p> <p>Develop style using a range of techniques and materials.</p> <p>Print more complex pictures using different printing techniques.</p>	<p>design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Design and make a prop for a play – a prop for Charlie and the Chocolate Factory? (2 Lessons)</p> <p>Create a collage using newspaper articles about food and drink – Fairtrade theme?</p> <p>Select and use materials independently Develop style using a range of techniques and materials Record ideas and make changes in a sketch book</p> <p>Show awareness and name a</p>
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	<p>Use of different media to create effect (i.e. paint, pen, pencil) Start to recognise artists and their achievements</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Watercolour wash, Blend, Primary colours, Foreground interest, Proportion,</p>	<p>Use and apply a range of clay techniques independently Construct a strong base for extending and modelling other shapes.</p> <p>Use language appropriate to skill and technique. Show an awareness of objects having a third dimension and perspective.</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in products. For example, series circuits</p>	<p>techniques and materials Real life sketching Create line tone, pattern and texture</p> <p>Use appropriate scale and proportion.</p> <p>Perspective, Focal point, Vanishing point, Horizon line, Composition, Scale, Proportion, Line, Tone, Pattern, Texture, Contrast, Mediums Sketch, Silhouette, Relief</p>	<p>Continue to explore different types of printing.</p> <p>Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Record Print Layer Suitable Materials Recycled Ancient Civilisation</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products –</p>	<p>range of different fabrics. Knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Use language appropriate to skill and technique. Show further experience in changing and modifying threads and fabrics, fabrics from other countries.</p>
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	<p>Tone, Shade, Pattern</p>	<p>incorporating switches, bulbs, buzzers and motors.</p> <p>Apply understanding of computing to program monitor and control products – ICT link.</p> <p>Understand and use mechanical systems in their products for example gears, pulleys, cams, levers and linkages.</p> <p>Sculpture, Carving, Painting, Weaving, Feather working, Structure, Smooth, Roll</p>			<p>compare their product to what is already on the market</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly</p>	<p>Set, Arch, Character, Fabric, Design, Rendering</p>
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					<p>savoury dishes using a range of cooking Techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Cook Prepare Make Mix Ingredient Method Process Evaluate Seasonality</p>	
DT	Volcano eruptions					Food and cooking including nutritional requirements.

Key Vocabulary	<ul style="list-style-type: none"> • Shape • Build up • Join • Glue • Observe • Sketch • Annotate • Draw • Evaluate 	•	•	•	<ul style="list-style-type: none"> • Chop • Peel • Cut • Grate • Mix • Spread • Knead • Bake • Hygiene • Clean • Safety
Skill Knowledge	<ul style="list-style-type: none"> • Demonstrate and communicate ideas in annotated sketches • Make modifications as they go along • Identify strengths and areas of development in their ideas and products • Draw up a specification for the design • Select appropriate tools, materials and equipment • Aim to make and achieve a quality product 			•	<ul style="list-style-type: none"> • Prepare and cook a variety of dishes safely and hygienically • Understand how to: peel, chop, slice, grate, mix, spread, knead and bake

	<ul style="list-style-type: none"> Plan and order their work Evaluate products assessing strengths 					
Music	Year 5 Unit 1 - How Does Music Bring Us Together?	Year 5 Unit 2 - How Does Music Connect Us With The Past?	Year 5 Unit 3 - How Does Music Make The World A Better Place?	Year 5 Unit 4 - How Does Music Teach Us About Our Community?	Year 5 Unit 5 - How Does Music Shape Our Way Of Life?	Year 5 Unit 6 - How Does Music Connect Us With The Environment?
Key Vocabulary	<p>Key knowledge:</p> <ul style="list-style-type: none"> Tempo: 128 bpm (Allegro, a fast pace) Time Signature: 4/4 (4 crotchets in every bar) Rhythmic patterns using minims, dotted crotchets, quavers and their rests Key Signature: A minor (no sharps/flats) Melodic patterns using the notes A B C D E F# G <p><u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u></p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> Tempo: 112 bpm (Moderato, a moderate pace) Time Signature: 2/4 (2 crotchets in every bar) Rhythmic patterns using minims, dotted crotchets, quavers, dotted quavers, semiquavers and their rests Key Signature: F major (1 flat) Melodic patterns using the notes F G A Bb C D E <p><u>Song</u> <u>Composer</u></p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> Tempo: 155 bpm (Allegro, fast, quick and bright) Time Signature: 3/4 (3 crotchets in every bar) Rhythmic patterns using dotted minims, minims, dotted crotchets, quavers and their rests Key Signature: G major (1 sharp) Melodic patterns using the notes G A B C D E F# <p><u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u></p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> Tempo: 180 bpm (Presto, very fast) Time Signature: 6/8 (6 quavers in every bar) Rhythmic patterns using dotted crotchets, triplet quavers, quavers and their rests Key Signature: C major (No flats/sharps) Melodic patterns using the notes C D E F G A B <p><u>Song</u> <u>Composer</u> <u>Genre</u></p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> Tempo: 66 bpm (Adagio, a slow pace) Time Signature: 3/4 (3 crotchets in every bar) Rhythmic patterns using dotted minims, minims, quavers, semiquavers and their rests Key Signature: D major (2 sharps) 	<p>Key knowledge:</p> <ul style="list-style-type: none"> Tempo: 120 bpm (Moderato, a moderate pace) Time Signature: 5/4 (5 crotchets in every bar) Rhythmic patterns using minims, dotted crotchets, quavers and their rests Key Signatures : C major

	<p>Ghost Parade Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>Lively Quinn Mason 20th and 21st Century Orchestral 2020</p> <p>Words Can Hurt Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>His Eye Is On The Sparrow Charles H. Gabriel and Civilla D. Martin Gospel 1905</p> <p>Joyful, Joyful Mervyn Edwin Warren and Henry van Dyke Gospel 1907</p>	<p><u>Genre</u> <u>Date</u></p> <p>The Sparkle In My Life Joanna Mangona and Chris Taylor Pop 2020/21</p> <p>Glassworks I. Opening Philip Glass Minimalism 1981</p> <p>Dreaming Of Mars Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>Macaroni Sundae Joanna Mangona and Chris Madin Rock 'n' Roll 2020/21</p> <p>Get On Board John Chamberlain Gospel 1863</p> <p><u>Musicianship (including playing, composing and improvising)</u></p>	<p>Freedom Is Coming Unknown South African Unknown</p> <p>Forever Always Mpumi Dhlamini Jazz: Contemporary 2019</p> <p>All Over Again Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>Free Deniece Williams, Hank Redd, Nathan Watts and Susaye Greene Pop 1976</p> <p>Do You Ever Wonder? Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p><u>Musicianship (including playing, composing and improvising)</u></p> <p>Tempo: 155bpm Time Signature: 3/4 Key</p>	<p><u>Date</u></p> <p>Erie Canal Thomas Allen Reggae 1905</p> <p>Dances In The Canebrakes No.2, Tropical Moon Florence Price 20th and 21st Century Orchestral 1953</p> <p>Heroes Joanna Mangona and Pete Readman Pop 2020/21</p> <p>Star Wars Episode IV: A New Hope John Williams Film Music 1977</p> <p>Happy To Be Me Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p><u>Musicianship (including playing, composing and improvising)</u></p>	<ul style="list-style-type: none"> Melodic patterns using the notes D E F# G A <p><u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u></p> <p>Look Into The Night Joanna Mangona and Chris Taylor Pop 2020/21</p> <p>The Lark Ascending Ralph Vaughan Williams 20th and 21st Century Orchestral 1923</p> <p>Breathe Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>Stay Connected Supaman Hip Hop 2020</p> <p>Keeping Time Joanna Mangona and Pete Readman Funk</p>	<p>(no sharps/flats)</p> <ul style="list-style-type: none"> Melodic patterns using the notes C D E <p><u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u></p> <p>You And Me Joanna Mangona and Chris Taylor Pop 2020/21</p> <p>The Song Of Hiawatha: Overture Op. 30 Samuel Coleridge-Taylor Romantic 1900</p> <p>A Bright Sunny Day Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>Central Park In The Dark Charles Ives</p>
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	<p><u>Musicianship (including playing, composing and improvising)</u></p> <p>Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: A, B, C, D, E, F#, G</p> <p>Improvise Together - Activity 1 Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor Improvise section using: A, B, C, D, E, F#, G</p>	<p>Tempo: 112bpm Time Signature: 2/4 Key Signature: F major Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: F, G, A, Bb, C, D, E</p> <p>Improvise Together Activity 1 - As Unit 1</p>	<p>Signature: G major Rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets, quavers. Melodic patterns: G, A, B, C, D, E, F#</p> <p>Improvise Together - Activity 2 Tempo: 112bpm Time Signature: 2/4 Key Signature: F major Improvise section using: F, G, A, Bb, C, D, E</p>	<p>Tempo: 180bpm Time Signature: 6/8 Key Signature: C major Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers. Melodic patterns: C, D, E, F, G, A, B</p> <p>Improvise Together - Activity 2 - As Unit 3</p>	<p>2020/21</p> <p>Tempo: 66bpm Time Signature: 3/4 Key Signature: D major Rhythmic patterns using: Dotted minims, minims, crotchets, quavers, and semiquavers. Melodic patterns: D, E, F#, G, A</p> <p>Improvise Together - Activity 3 Tempo: 120bpm Time Signature: 6/8 Key Signature: C major Improvise section using: C, D, E, F, G, A, B</p>	<p>20th and 21st Century Orchestral 1906</p> <p>I'm Forever Blowing Bubbles John Kelleter Musicals 1918</p> <p>Tempo: 120bpm Time Signature: 5/4 Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers. Melodic patterns: C, D, E</p> <p>Improvise Together - Activity 3 - As Unit 5</p>
<p>Skill Knowledge</p>	<p>Musicianship: Understanding Music</p> <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes:</p> <p>C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p> <p>Listening: Respond/Analyse</p> <p>Talk about feelings created by the music.</p>					

Justify a personal opinion with reference to Musical Elements.
 Find and demonstrate the steady beat.
 Identify 2/4, 3/4, 6/8 and 5/4 metre.
 Identify the musical style of a song or piece of music.
 Identify instruments by ear and through a range of media.
 Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
 Explain a bridge passage and its position in a song.
 Recall by ear memorable phrases heard in the music.
 Identify major and minor tonality.
 Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.
 Explain the role of a main theme in musical structure.
 Know and understand what a musical introduction is and its purpose.
 Explain rapping.
 Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

Singing
 Rehearse and learn songs from memory and/or with notation.
 Sing in 2/4, 3/4, 4/4 and 6/8 time.
 Sing in unison and parts, and as part of a smaller group.
 Sing 'on pitch' and 'in time'.
 Sing a second part in a song.
 Self-correct if lost or out of time.
 Sing expressively, with attention to breathing and phrasing.
 Sing expressively, with attention to dynamics and articulation.
 Develop confidence as a soloist.
 Talk about the different styles of singing used for different styles of song.
 Talk confidently about how connected you feel to the music and how it connects in the world.
 Respond to a leader or conductor.

Notation
 Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
 Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:
 C, D, E, F, G, A, B
 F, G, A, B \flat , C, D, E
 G, A, B, C, D, E, F \sharp

C, G, Ab, Bb

G, G#, A, Bb, C

D, E, F, G, A, B, C

Eb, F, G, Ab, Bb, C, Db

Identify:

- Stave
- Treble clef
- Time signature

Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.

Recognise how notes are grouped when notated.

Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.

Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

Understand the differences between 2/4, 3/4 and 4/4 time signatures.

Read and perform pitch notation within an octave (eg C–C'/do–do).

Playing Instruments

Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor.

Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.

Playing the Recorder

Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor.

Creating: Improvising

Explore improvisation within a major scale, using the notes:

C, D, Eb, F, G

C, D, E, F, G

C, D, E, G, A

F, G, A, Bb, C

D, E, F, G, A

Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.

Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Creating: Composing

Create music in response to music and video stimulus.

Use music technology, if available, to capture, change and combine sounds.
Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
Use chords to compose music to evoke a specific atmosphere, mood or environment.
Use simple dynamics.
Use rhythmic variety.
Compose song accompaniments, perhaps using basic chords.
Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
Use full scales in different keys.
Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.
Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:

F, G
F, G, A
F, G, A, B \flat
F, G, A, B \flat , C
Start and end on the note F (F major)
G, A
G, A, B
G, A, B, C
G, A, B, C, D
Start and end on the note G (G major)
G, A
G, A, B
G, A, B, D
G, A, B, D, E
Start and end on the note G (Pentatonic on G)
D, E
D, E, F
D, E, F, G
D, E, F, G, A
Start and end on the note D (D minor)
E \flat , F
E \flat , F, G
E \flat , F, G, B \flat
E \flat , F, G, B \flat , C

	<p>Start and end on the note Eb (Eb major)</p> <p>Performing Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.</p> <p>Connecting Across the Curriculum Topics include:</p> <ul style="list-style-type: none"> • School • Heroes • The solar system • Space • Freedom 					
Key Vocabulary	A capella Appraise Backing Bridge Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental	A capella Appraise Backing Bridge Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental	A capella Appraise Backing Bridge Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental	A capella Appraise Backing Bridge Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental	A capella Appraise Backing Bridge Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental	A capella Appraise Backing Bridge Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental

	Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals
RE Enquiry	<i>Is believing in God reasonable?</i>	<i>How has belief impacted on music and art through history?</i>	<i>Why should we be good?</i>	<i>What difference does the resurrection make to Christians?</i>	<i>How do Hindus make sense of the world?</i>	
Religion	Multi, Humanist	Christian, Muslim	Multi	Christian	Hindu	
Core Knowledge	<ul style="list-style-type: none"> • What makes for a reasonable argument • Arguments for the existence of God made by some Christians 	<ul style="list-style-type: none"> • Explain divergent role of music in worship in the history of the Christian Church. • Explain how art has been used in 	<ul style="list-style-type: none"> • The ways different philosophers or religions understand abstract concepts, 	<ul style="list-style-type: none"> • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled 		

	<ul style="list-style-type: none"> • Arguments from a humanist perspective against the existence of God • Arguments for the existence of God which have come from outside mainstream religious thought (Pascal's wager) 	<p>Christianity to reflect key events and facilitate worship.</p> <ul style="list-style-type: none"> • Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. • Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. 	<p>including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity.</p> <ul style="list-style-type: none"> • Some of the key teachings about morality in Christianity/Hinduism/Buddhism, their similarities and differences. • Two influential schools of moral philosophy; the deontological and utilitarian. • The work of philosophers: Plato & Kant 	<p>prophecies about the Messiah.</p> <ul style="list-style-type: none"> • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . <p>Festivals: the diverse ways in which</p>		
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				people celebrate festivals such as Easter.		
Key words	Reasonable, humanist, Christian, Atheist, Agnostic, Faith, Theist, Reason, Evidence, Rational	Hadith, Mosque, Expression, Aniconism, Architecture, Iconoclasm, Symbolic	Allegory, Reincarnation, Soul, Karma, Bhavacakra, Deontological, Utilitarian	Sacrifice, Atonement, Salvation, Resurrection, Forgiveness, Redemption, Secular, Gospel		
PE	Hockey and Dance	Outdoors and Adventurous and Dodgeball	Tag Rugby and Gymnastics	Basketball and Fitness	Football and Rounders	Cricket and Athletics
Key Vocabulary	Physical: Dribbling Physical: Passing Physical: Receiving Physical: Tackling Physical: Creating and using space Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character,	Physical: Stamina Physical: Running Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving Physical: Throwing Physical: Catching Physical: Dodging	Physical: Throwing Physical: Catching Physical: Running Physical: Dodging Physical: Scoring Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Confidence Emotional: Honesty and fair play Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll	Physical: Throwing and catching Physical: Dribbling Physical: Intercepting Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination	Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking / jockeying Physical: Turning Physical: Goalkeeping Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty	Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting

	<p>structure, space, emotion, matching, mirroring, transitions</p> <p>Social: Collaboration</p> <p>Social: Consideration and awareness of others</p> <p>Social: Inclusion</p> <p>Social: Respect</p> <p>Social: Leadership</p> <p>Emotional: Empathy</p> <p>Emotional: Confidence</p>	<p>Physical: Blocking</p> <p>Social: Collaboration</p> <p>Social: Respect</p> <p>Social: Leadership</p> <p>Emotional: Honesty</p> <p>Emotional: Determination</p> <p>Emotional: Confidence</p>	<p>Physical: Backward roll</p> <p>Physical: Cartwheel</p> <p>Physical: Bridge</p> <p>Physical: Shoulder stand</p> <p>Social: Responsibility</p> <p>Social: Collaboration</p> <p>Social: Communication</p> <p>Social: Respect</p>	<p>Physical: Balance</p> <p>Physical: Stamina</p> <p>Social: Supporting and encouraging others</p>	<p>Physical: Throwing & catching</p> <p>Physical: Bowling</p> <p>Physical: Tracking, fielding & retrieving a ball</p> <p>Physical: Batting</p> <p>Social: Organising & self-managing a game</p> <p>Social: Respect</p> <p>Social: Supporting & encouraging others</p> <p>Social: Communicating ideas & reflecting with others</p> <p>Emotional: Honesty & fair play</p> <p>Emotional: Confident to take risks</p>	<p>Social: Collaboration and communication</p> <p>Social: Respect</p> <p>Emotional: Honesty</p> <p>Physical: Pacing</p> <p>Physical: Sprinting technique</p> <p>Physical: Relay changeovers</p> <p>Physical: Jumping for distance</p> <p>Physical: Push and pull throwing for distance</p> <p>Social: Collaborating with others</p> <p>Social: Supporting others</p>
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<p>Skill Knowledge</p>	<p>Dance: To create a dance using a random structure and perform the actions showing quality and control. To understand how changing the dynamics of an action changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To work with a group to create poses and link them together using transitions. To use choreographing devices when working as a group. To copy and repeat movements in the style of Rock 'n' Roll. To work with a partner to copy and repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p>	<p>Outdoors and adventures: To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To be able to use a key to identify objects and locations. Dodgeball: To recap on the rules of dodgeball and apply them to a game. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching to get an opponent out. To select and apply tactics in the game.</p>	<p>Tag Rugby: To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament Gymnastics: To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p>	<p>Netball: To develop passing and moving. To be able to use the attacking principle of creating and using space. To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. To develop the shooting action. To be able to change direction to get free from a defender and receive a pass. To learn the positions of 5-a-side netball. Fitness: To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight.</p>	<p>Football: To be able to dribble the ball under pressure. To pass the ball accurately to a target to help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession. To develop goalkeeping skills to stop the opposition from scoring. To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>Cricket: To develop throwing accuracy and catching skills. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them</p>
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	<p>Hockey: To develop dribbling to beat a defender. To develop sending the ball using a push pass. To develop receiving the ball with control. To be able to move into space to support a teammate. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. To apply the rules and skills you have learnt to play in a hockey tournament</p>	<p>To develop officiating skills and referee a dodgeball game</p>	<p>To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus.</p>	<p>To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing.</p>	<p>Rounders: To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament</p>	<p>to a game situation. Athletics: To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances.</p>
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						To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
PSHE	<p><u>Me and online identity.</u> <u>Managing change.</u> Learn about being safe online. Learn people may not be who they say they are online. Look at ways of asking for help, reporting any worries.</p> <p>You Are Responsible H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>My Digital Life</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other</p>	<p><u>Beginning and belonging.</u> You are unique Identify personal strengths and weaknesses. Know that they are better at some things than others. Build self esteem and self confidence.</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>The Confidence Trick H17. to recognise that feelings can change over time and range in intensity</p>	<p><u>Decisions</u> Learn that you are your own person and you do not have to follow others. Talk about peer pressure and ways to say no. Learn that some decisions have consequences.</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Uncomfortable Feelings H18. about everyday things that affect feelings and the</p>	<p><u>Diversity and communities.</u> <u>Rights, rules and responsibilities</u> <u>Identities</u> Learn about the diversity in our community. Understand different people have different opinions and religions. Learn that only because you have a different opinion to someone it does not make the other person wrong.</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith,</p>	<p><u>Drug education.</u> <u>Healthy lifestyles.</u> <u>Managing risk.</u> <u>Personal safety.</u> <u>Safety contexts.</u></p> <p>Drugs: Healing or Harmful?</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit</p>	<p><u>HRSE – see separate curriculum</u></p> <p><u>Finance</u> Look at money and how you earn money. Talk about keeping money safe. Learn that different people have different opinions on spending and saving money.</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what</p>

	<p>activities; strategies for managing time online</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>culture, hobbies, likes/dislikes)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>Respecting The Law</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p>which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>In an Emergency</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require</p>	<p>makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants</p>
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					the emergency services; know how to contact them and what to say.	
Key Vocabulary	British Values school councillors, class ambassadors Family and friends. Responsible Democracy Vote	Bullying. My emotions. Body image. Bullying Anti-Bullying Friends Friendship Emotions Body image Media Respect Influence Up stander Bystander	Friends Friends Friendships Up stander Bystander Kind Thoughtful Decision Choices Scenario	Working together. Diversity Right Responsibility Collaborative Teamwork Communities Culture	Drugs Safe Illegal Legal Risk Management Education Safety	Vagina Penis Scrotum Testicles Breast Sperm Finance Money Savings Sex Male Female Health Emotion Puberty
Skill Knowledge	Identify positive ways to face new challenges state some reasons why it is important to be careful about what they share online and give some examples of the risks involved	demonstrate that they recognise their own worth & that of others express their views confidently, listen to & show respect for the views of others myself identify different types of relationships (e.g.	list the commonly available substances and drugs that are legal and illegal, & can describe some effects and risks of these describe the nature & consequences of bullying, & express ways of responding to it	describe some of different beliefs & values in society & can demonstrate respect & tolerance towards people diff from themselves	identify some factors that affect emotional health & wellbeing, make choices about these. make judgments & decisions & can list some ways of resisting negative	demonstrate how to save and look after money talk about a range of jobs, & explain how they will develop skills to work in the future

	explain some ways of ensuring an online profile is as safe as possible, and review their own online profiles	marriage/friendships) & show ways to maintain good relationships (e.g. listening, supporting, caring) relationships	respond to or challenge negative behaviours e.g. stereotyping & aggression		peer pressure around issues affecting their health and wellbeing	Understand changes in puberty Know the effects of puberty Know how to manage changes Know how to keep clean during puberty.
MFL	Salut Gustave!	A l'école	La nourriture	En ville	En vacances	Chez moi
Skills/knowledge NC expectations	Greet people and give personal information Ask and talk about sisters and brothers Say what people have and have not using 3rd person avoir Say what people are like using 3rd person être including negatives	Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day	Ask politely for food items Describe how to make a sandwich Express opinions about food Talk about healthy and unhealthy food	Name places in the town Ask the way and give directions Say where you are going Give the time and say where you are going	Ask and say where you're going on holiday Express opinions about holidays Talk about what you're going to do on holiday Talk about holiday plans	Name rooms in the house Describe rooms in the house Say what people do at home Say what people do and where
	Speaking Children will be able to: Ask and answer simple questions and talk	Listening Children will be able to:	Reading Children will be able to: Read and pronounce correctly sentences	Writing Children will be able to:	Grammar Children will be able to: Understand feminine and	

	<p>about their interests. Prepare and practise short presentations and conversations on familiar topics, speaking clearly with good pronunciation. Use a wider range of sentence starters to begin to describe places and actions using a range of verbs and some simple adverbs. Understand and express simple opinions. Change elements in a sentence to create own. Integrate new words into familiar structures to build sentences of varying length- e.g.</p> <ul style="list-style-type: none"> ● use et to join ideas ● take part in an interview ● present a short presentation 	<p>Understand the main points from a short spoken passage made up of familiar language in simple sentences- e.g:</p> <ul style="list-style-type: none"> ● a short rhyme/song ● familiar short stories- eg. traditional tales ● a telephone message ● an announcement ● weather forecast 	<p>with some unknown words containing familiar letter strings. Understand that words do not always have a direct equivalent in own language. Use context and previous knowledge to aid understanding. Understand the main points and some detail from short written text or passages- e.g.</p> <ul style="list-style-type: none"> ● postcards ● emails ● parts of a story ● a description of someone 	<p>Write a few short sentences with support using expressions which they have already learnt- e.g.</p> <ul style="list-style-type: none"> ● postcards ● a simple note or message ● a simple email ● a short text on a familiar topic- e.g. 3-4 short sentences 	<p>masculine forms e.g. le, l', la and un, une.</p> <p>Use a negative Understands and uses the definite article correctly: le/la/l'/les</p> <p>Understand and use au/à la/à l'</p> <p>Use je vais + infinitive to talk about future plans</p> <p>Apply grammatical knowledge to make longer sentences</p> <p>Use et to join ideas</p>	
Key Vocabulary	<p>Bonjour, Salut Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça Tu es français(e)/britannique? Oui/Non, je suis... Quel</p>	<p>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique J'aime/Je n'aime pas + subjects C'est bien/cool/nul Quelle heure est-il? Il</p>	<p>Je voudrais... s'il vous plaît. un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate une glace au chocolat, une glace à l'orange, une glace à la</p>	<p>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché [La</p>	<p>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions.</p>	<p>Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux</p>

	<p>âge as-tu? J'ai... ans Tu as des frères ou des sœurs? J'ai un(e)/deux/trois... frères/sœurs Je n'ai pas de frères ou de sœurs il/elle a... il/elle n'a pas de...+ revised nouns: une sœur, un frère, un pantalon, un vélo, une guitare il/elle est... /il/elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e), intelligent(e) français (e), britannique</p>	<p>est une heure et quart/et demie/ moins le quart. Il est midi/minuit La récré, le déjeuner, l'école commence à... heure(s) et finit à</p>	<p>fraise, une glace à la vanille les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots [Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé.</p>	<p>piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfi n... + directions Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché . Je vais à la boulangerie/piscine. Je vais à l'école. Il est [deux] heure(s). Je vais au/à la/à l' + places</p>	<p>J'aime ça, Je n'aime pas ça. J'adore ça. Je déteste ça. Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges. Consolidation of all the above</p>	<p>chambres C'est grand/petit/vert/blanc/bleu /jaune/rose/rouge C'est petit et rouge Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis... Activities as above + dans le salon/les WC, etc.</p>
HRSE	See below. Summer 2 term only.					

RSE Curriculum	Knowledge	Objectives PSHE Programme of study	Vocabulary	Resources
Year 5 Safeguarding Harmful sexual behaviour and peer on peer abuse.	<p>Me and online Identity Autumn 1</p> <p>How getting older brings independence and a need to ensure</p>	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>ways in which the internet and social media can be used both positively and negatively</p>	<p>Sad Safe E safety Online Strangers Unhappy</p>	

	<p>their own safety in the community and online.</p> <p>How to seek help.</p> <p>How they need to manage risks online and realise that images may not only be sent to one person but distributed to others.</p> <p>Once something is online it is there forever.</p> <p>Beginning and belonging Autumn 2</p> <p>To recognise, feelings, friendships and relationships change over time.</p> <p>To realise that what is seen in the media is edited and not always achievable.</p> <p>To build their self worth and how to cope with unhelpful thinking.</p> <p>Decisions Spring 1</p> <p>To understand peer pressure and talk about ways of managing pressure. Who they can talk to for help.</p>	<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>	<p>Medicines</p> <p>Harmful products</p> <p>Kind</p> <p>Unkind</p> <p>Respect</p> <p>Help</p> <p>Private</p> <p>Uncomfortable</p> <p>Consent</p> <p>Relationship</p> <p>Self respect</p> <p>Human rights</p> <p>Listen</p> <p>Personal information</p> <p>Images</p> <p>Frightened</p> <p>Worried</p> <p>Report</p> <p>Inappropriate</p> <p>Marriage</p> <p>Romantic</p> <p>Care</p> <p>Support</p> <p>Lonely</p> <p>Excluded</p> <p>Permission</p> <p>Peer pressure</p> <p>Advice</p> <p>Positive</p> <p>Negative</p> <p>Age restrictions</p>	
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	<p>To make their own decisions and not follow others if this makes them feel uncomfortable, That you can change your mind at any time. That if you try something and realise this makes you feel uncomfortable that you can stop at any time.</p> <p>Respecting the law. Spring 2</p> <p>To discuss the law and things are legal at different ages.</p> <p>Drug Education and managing risk. Summer 1</p> <p>Look at the impact on health that cigarettes, nicotine, alcohol, vaping and medicines have.</p> <p>That if you have done something illegal / not age appropriate you can still seek help.</p>	<p>In an Emergency</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>Body image Media Influence Illegal Law Legal Drug Habit Cigarette Alcohol Nicotine Medicines Vaping Emergency Distribution</p>	
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