Year 5 Curriculum Map

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|  | Autumn 1 | | Autumn 2 | Spring 1 | | Spring 2 | Summer 1 | | | Summer 2 |
| Topic/Theme | Spies and Superhumans | | | Gods & Monsters | | | Ancient Civilisations:  Marvellous Mayans | | | |
| Outdoor Learning |  | | | | | | SUMMER TERM | | | |
| Trips & Visits | Durham Cathedral (Northern Saints/Orienteering)  Falconry experience | | | Life Centre trip/Discovery Museum  Beamish | | | Pooley bridge residential  Maya drama workshop  WWT Washington | | | |
| English: Writing Outcomes | **\* Persuasion** – letter  **\*Poetry** - imagery  **\*Discussion -** balanced argument | **\*Biography**  **\*Instructions** (Link to Scout.Ed day)  **\*Narrative –** adventure/mystery | | **\*Narrative (Myths and Legends**  **\*Poetry -**structured  **\*Non-Chronological**  **report** | **\*Recount -n**ewspaper report  **\*Persuasion -**advertisement  **\*Explanation** | | **\*Non-Chronological Report**  **\*Narrative (Traditional Tale)**  **\*Poetry** | **\*Playscript**  **\*Recount** from two perspectives | | |
| English: Punctuation & Grammar | \*Formal language & structures  \*Linking across paragraphs using adverbials  \*Modal verbs &  adverbs of possibility  \*Direct & reported speech | | | \*Linking across paragraphs using adverbials  \*Cohesive devices  \*Relative clauses  \*Brackets, dashes & commas to indicate parenthesis  \*Direct & reported speech | | | \*Cohesive devices  \*Commas to clarify meaning/avoid ambiguity  \*Semi-colons and colons  \*Relative clauses  \*Brackets, dashes & commas to indicate parenthesis | | | |
| English: Spelling | In Year 5, children learn:  \*Words ending in vowels other than ‘e’  \*Pluralisation – adding ‘s’, ‘es’, ‘f ves’, ‘y ies’  \*To collect and investigate the meaning and spelling of words using the following prefixes (word beginnings): auto-, circum-, bi-, trans-, tele-  \*To identify where modified root words come from and spelling patterns  \*To explore spelling patterns of consonants and formulate rules: ‘ll’ in full becomes ‘l’ when used as a suffix (word ending)  \*To explore spelling patterns of consonants and formulate rules: double consonants when adding ‘-ing’.  \*To explore spelling patterns of consonants and formulate rules: soft ‘c’  \*To investigate words that have common letter strings but different pronunciations  \*To distinguish between homophones (words which *sound* the *same* but are spelt differently)  \*The correct use and spelling of possessive pronouns e.g. *Their* dog was called Max. \*To recognise and spell the suffix ‘-cian’ etc.\*To spell unstressed (hard to hear) vowels in polysyllabic words  \*To investigate and learn spelling rules: words ending in modifying e - drop e when adding ‘ing’; words ending in modifying e, keep e when adding a suffix beginning with a consonant; words ending in y preceded by a consonant change y to ie when adding suffix; ‘i’ before ‘e’ except after ‘c’  \*To transform words by changing tenses  \*To recognise the spelling and meaning of the prefixes ‘in-’, ‘im-’, ‘ir-’, ‘il-’, ‘pro-’ and ‘sus-’ | | | | | | | | | |
| Class Text(s) | \*Skellig  \*Stormbreaker | | | \* The Time-Travelling Cat & the Egyptian Goddess  \*Percy Jackson & the Lightning Thief  \*Who Let The Gods Out  \*Cosmic | | | \*The Chocolate Tree  \*The Kapok Tree  \* Hero Twins  \*Middleworld: Jaguar Stones | | | |
| Guided Reading | \*check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  \*ask questions to improve their understanding  \*predict what might happen from details stated and implied  \* draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence  \*discuss and evaluate how authors use language, including figurative language,  considering the impact on the reader,  \*ask questions to improve their understanding | | | \*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet  \*retrieve, record and present information from non- fiction texts  \*provide reasoned justifications for their views  \*summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas  \*continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  \*read books that are structured in different ways and reading for a range of purposes | | | \*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet  \*continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  \*distinguish between statements of fact and opinion  \*increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  \*participate in discussions about books, building on their own and others’ ideas and challenging views courteously | | | |
| Opportunities for Drama & P4C | Home vs Regular school debate  Alan Turing -  Was his dismissal fair? (Link to LGBT)  Philosophy for Spies – thephilosophyman.com  Remembrance – is it right to force someone to fight? | | | Is a person only good or bad?  Animals in space – is it cruel?  Are humans any better than giants*? – BFG stimuli* | | | Mayan Drama Workshop  Spanish invasion of the Maya  Are wild animals more free than people? | | | |
| Maths | \*Number: Place Value  \*Number: Addition & Subtraction  \*Statistics | | \*Number: Multiplication & Division  \*Perimeter & Area | \*Number: Multiplication & Division  \*Number: Fractions | | \*Number: Fractions  Number: Decimals & Percentages | \*Number: Decimals  \*Geometry: Properties of Shapes | | | \*Geometry: Position & Direction  \*Measurement: Converting Units  \*Measurement: Volume |
| Science | **Properties & Changes of Materials**  \*Dissolving  \*Filtering  \*Evaporating  \*Separating a mixture  \*Thermal insulation  \*Reversible and irreversible changes | | | **Earth & Space**  \*Movement of the Earth and moon  \*Movement of planets in relation to the sun  \*Day and night  \*Sun and the affect on shadows | | **Forces**  \*Gravity  \*Friction  \*air resistance  \*water resistance  \*Gears, levers and pulleys | **Living things including Humans**  \*sexual and asexual reproduction in plants  \*animal lifecycles  \*human life cycle  \*migration  \*puberty in girls and boys | | | **Animals Including Humans**  \*human circulatory system  \*heart beats and pulse rates |
| Science: NC Objectives | \*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  \*use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  \*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  \*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 | | | \*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 | | \*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  \*recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | \*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 | | | \*describe the changes as humans develop to old age |
| Possible  Working Scientifically  Activities | DISSOLVING SKITTLES - plan an  investigation of the  dissolving of colour  from a skittle | |  | CHANGING IDEAS - describe how  ideas about the  solar system and the  Earth have changed  over time and identify how  evidence was used  to support or refute  ideas about the  Earth and the solar  system | | PARACHUTES - plan and carry out  a test to investigate  the action of  parachutes | GESTATION LENGTH - use  secondary data  to investigate a  Relationship and draw a  scatter graph  to investigate a  relationship and  use the graph to  look for patterns | | |  |
| Science: Working Scientifically  Skills | \*Selects and plans different types of scientific enquiries to answer questions  \*takes measurements, in standard units, using a range of scientific equipment, with increasing accuracy and precision  \*records and presents findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  \*identifies conclusions, causal relationships and patterns  \*takes measurements, in standard units, using a range of scientific equipment, with increasing accuracy and precision  \*takes repeat readings when appropriate | | | \*talks about how scientific ideas have developed over time  \*recognises the applications of specific scientific ideas  \*calculates mean value where appropriate  \*identifies scientific evidence that has been used to support or refute ideas or arguments  \*uses relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas  \*recognises which secondary sources will be most useful to research their ideas | | \*records and presents findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  \*reports on findings from enquiries, using relevant scientific language and conventions, in oral and written explanations such as displays and other presentations  \*uses test results to make predictions and to set up further comparative and fair tests  \*takes measurements, in standard units, using a range of scientific equipment, with increasing accuracy and precision  \*takes repeat readings when appropriate | \*records data and results of increasing complexity  \*identifies conclusions, causal relationships and patterns | | \* uses and develops keys and other information to identify, classify and describe living things and materials  \*uses their scientific experiences to explore ideas and raise different types of questions | |
| Science: Working Scientifically | In Years 5 & 6, pupils should be taught to use the following practical scientific methods, processes and skills:  \*planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  \*taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  \*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  using test results to make predictions to set up further comparative and fair tests  \*reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  \*identifying scientific evidence that has been used to support or refute ideas or arguments. | | | | | | | | | |
| History Knowledge | **World War II & Bletchley Park**  \*Codes and ciphers and their uses throughout history.  \*Develop an understanding of the role that ciphers played during WW2, with specific reference to the Enigma machine and the wider operations of Bletchley Park  \*Develop knowledge and understanding of WWII events and the role of Bletchley Park in the Battle of the Atlantic.  \*Develop knowledge and understanding of WW2 events and the role of Bletchley Park in the D-Day landings.  \*Alan Turing’s contribution to the Allies winning the war | | | **Ancient Greece**  \*the city states of Athens and Sparta  \*warfare and seamanship  \*everyday life, beliefs, culture  \*and through Greek mythology, some of the key events and individuals from this period    \* continuing legacy of Ancient Greeks  \*explore their influence on education, language, architecture, government and the Olympic Games.  \*Links can be made with other ancient civilisations and societies they have studied.  **Local Area**  \*Exploring how our local area has changed over time – focus on land use, expansion of the town, jobs, changing roles of women  \* Use of Digi-Maps to explore how settlement has stayed the same or changed over time from 1900s to 1950s to present day.  \*Looking at census records to explore jobs available in the area during the Victorian period and how this differs from today (incl role of women). | | | **\* Mayan civilization c. AD 900**  \*Look at where the Mayan Civilisation fits in the timeline alongside other periods that they know)  \* Everyday life in the Mayan civilisation – food, hierarchy, roles of men and women  \*To consider similarities and differences between the Mayan belief system and different religions today. Explore why they sacrificed humans.  \*Reasons why the Mayan empire grew and why did they grow to be so important?  \*Why did the empire decline and decline so quickly? (Invasion by the Spanish, forced to give up religious practices)  \*Looking at where the Maya fit with everything we’ve learned this year and in previous year groups | | | |
| History: Skills | **Historical enquiry focus**  \*begin to identify primary and secondary sources independently  \*select relevant sections of information to inform their own research  \*confidently use a range of sources to conduct research  \*examine causes and effects of great events and their subsequent impacts on people  **Organisation and Communication**  \*find out things from a variety of sources, selecting and synthesising information to meet their needs and developing the ability to question its accuracy, bias and plausibility  \*develop their ideas using ICT tools to amend and refine their work, and to enhance its quality and accuracy  \*exchange and share information, both directly and through electronic media | | | **Range and depth of Historical Knowledge and Interpretations of History focus**  \*study different aspects of life of different people (incl men and women)  \*compare an aspect of life with the same aspect in a different period  \*compare accounts of events from different sources  \*offer some reasons for the different events  **Organisation and Communication**  \*work independently and in groups, showing initiative  \*find out things from a variety of sources, selecting and synthesising information to meet their needs and developing the ability to question its accuracy, bias and plausibility | | | **Chronology focus**  \*know and sequence key events of time period studied  \*use relevant terms and labels for the period  \*relate current studies to previous time period studied  \*make comparisons between different periods in history  \*compare life in early and late times of the period studied (changes)  \*fit events into a display sorted by the theme time  \*use appropriate terms, matching dates to people and events  \*examine causes and effects of great events and their subsequent impacts on people  **Organisation and Communication**  \*record and communicate knowledge in different forms  \*work independently and in groups, showing initiative  \*review, modify and evaluate their work, reflecting critically on its quality as it progresses | | | |
| History: NC Objectives | In Years 5 & 6, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about:  \*changes in Britain from the Stone Age to the Iron Age  \*the Roman Empire and its impact on Britain  \*Britain’s settlement by Anglo-Saxons and Scots  \*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  \*a local history study  \*a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  \*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  \*Ancient Greece – a study of Greek life and achievements and their influence on the western world  \*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | | | | | | | | | |
| Geography | **Fieldwork**  \*using eight figure compass points and four figure grid references  \*identifying and locating map symbols and using a key  (covered by Outdoor Education with Real Adventure, including a day for whole class with Scout.ed) | | | \*Earth from Space (ISS): what is visible and why?  **Local Area Study**  \*Identifying human/physical geography in person and on maps.  \*Human geography: the changing face of cities (London) and a comparison to our local area  \*Day with Scout.Ed to observe, measure and record the physical and human features in the local area  \*Use of Digi-Maps to compare how land use has changed | | | **Locating countries, North and South America and Trade**  \*Locating countries in Europe, North and South America  \*Locating positioning of Mayan cities in Central America  \*Comparing North East England to South America – pick out significant similarities and differences and discuss why they are similar/different (climate, landscape, industry, economy)  \*Trade – How does trade work? How did the Mayan people trade?  \*Trade today – What do South America trade with the rest of the world?  \*Fairtrade | | | |
| Geography: Skills | \*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  \*know and use the eight points of the compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK in the past and present | | | \*identify the position and significance of lines of longitude & latitude, Greenwich Meridian (linking with times zones/night & day)  \*compare two different regions of the UK (rural/urban)  \*describe and understand types of settlements, and how these have changed over time  \*compare land use maps of the UK from the past with present, focusing on land use  \*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  \*use fieldwork to observe, measure and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | | | \*locate the main countries in Europe and South/North America, and some  principal cities  \*locate and name the main regions and cities in Europe  \*describe and understand key aspects of human geography, including: trade between UK, Europe & the ROW  \*understand and discuss fair & unfair distribution of resources globally  \*compare a region in the UK with a region in North/South America with significant differences and similarities  \*understand some of the reasons for geographical similarities and differences  \*use maps, atlases, globes and  digital/computer mapping to locate countries and describe features studied | | | |
| Geography: NC Objectives | In Key Stage 2, pupils should be taught to:  **\***locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  \*name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  \*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)  \*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  \*describe and understand key aspects of:  \*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  \*human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **\***use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  \*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  \*use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | | | | | |
| Art & Design | Charcoal & other media  \*Sketching: birds/wings | | | \*stories as source of stimuli – Hobbit extract  \*colour mixing  \*tone, shade, hue, mood  \*painting solar system | | | \*Weaving  \*Clay Masks - sculpture  \*Oil Pastels – Rousseau  \*Printing/pattern – International week | | | |
| Art & Design: Skills | \*note and use the effect of light on objects and people (from different directions)  \*interpret the texture of a surface  \*produce increasingly accurate drawings of people  \*show an understanding of the concept of perspective  \*combine and design own prints  make connections  \*discuss and evaluate own work and that of others | | | \*note and use the effect of light on objects and people (from different directions)  \*interpret the texture of a surface  \*produce increasingly accurate drawings of people  \*show an understanding of the concept of perspective  \*colour mix and match, understanding tint, tone, shade, hue and mood  \*explore the use of texture in colour  \*select colour precisely for intended purpose  \*use stories, music, poetry and art as stimuli | | | \*make own fabric  \*explore artists using textiles  \*plan and develop own ideas critically  \*shape, form, model and join (from malleable and rigid materials)  \*use both observation and imagination to generate ideas  \*understand properties of different media  \*discuss and evaluate own work and work of other sculptors  \*create own abstract patterns to reflect personal experiences and expression  \*create pattern for purposes  \*select and use materials to embellish work | | | |
| Art & Design: NC Objectives | In Key Stage 2, pupils should be taught:  \*to create sketch books to record their observations and use them to review and revisit ideas  \*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  \*about great artists, architects and designers in history. | | | | | | | | | |
| Design and Technology | \*Design and sew superhero/spy disguise  \*Make your own spy gadget (homework project) | | | \*Cookery  \*Design and build a house for a goblin/troll  \*Make 3D monster (homework project) | | | \*Build a Shaduf – protype with straws of dowels  - large scale model with canes  \*Mayan Pyramid (homework project) | | | |
| Design & Technology: Skills | \*generate ideas through brainstorming and identify a purpose for their product draw up a specification for their design  \*develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail  \*use results of investigations, information sources, including ICT when developing design ideas  \*measure and mark out accurately  \*use skills in using different tools and equipment safely and accurately  \*cut and join with accuracy to ensure a good-quality finish to the product  \*sew using a range of different stitches, weave and knit  \*evaluate a product against the original design specification  \*evaluate their product personally and seek evaluation from others | | | \*generate ideas through brainstorming and identify a purpose for their product draw up a specification for their design  \*develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail  \*use results of investigations, information sources, including ICT when developing design ideas  \*measure and mark out accurately  \*use skills in using different tools and equipment safely and accurately  \*cut and join with accuracy to ensure a good-quality finish to the product  \*weigh and measure accurately (time, dry ingredients, liquids)  \*apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens  \*evaluate a product against the original design specification  \*evaluate their product personally and seek evaluation from others | | | \*select appropriate materials, tools and techniques  \*develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail  \*use results of investigations, information sources, including ICT when developing design ideas  \*measure and mark out accurately  \*use skills in using different tools and equipment safely and accurately  \*cut and join with accuracy to ensure a good-quality finish to the product  \*evaluate a product against the original design specification  \*evaluate their product personally and seek evaluation from others | | | |
| Design & Technology: NC Objectives | In Key Stage 2, when designing and making, pupils should be taught to:  \*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  \*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **\***select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  \*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  **\***investigate and analyse a range of existing products  \*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  \*understand how key events and individuals in design and technology have helped shape the world  **\***apply their understanding of how to strengthen, stiffen and reinforce more complex structures  \*understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  \*understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  \*apply their understanding of computing to program, monitor and control their products.  \*understand and apply the principles of a healthy and varied diet  \*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  \*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | | | | | | |
| Music | Samba Drumming  Durham Music Service | | | | | | **Charanga Unit:** Fresh Prince Of Bel Air  **Style:** Hip Hop  **Topic and cross curricular links:** Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles. | | | **Charanga Unit:** Dancin' In The Street  **Style:** Motown  **Topic and cross curricular links:** The history of Motown and its importance in the development of Popular music. Civil Rights. |
| Music: NC Objectives | \*use glocks, recorders, band and percussion instruments  \*play together with confidence and understanding in  band/ensemble  \*demonstrate confidence and fluency when playing an instrument in a solo or ensemble context  \*play more confidently as part of an ensemble/group with a sound-before-symbol (by ear) approach  \*demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc.  \*maintain an appropriate pulse  \*maintain an independent part/solo in an ensemble or small group  \*continue to treat instruments with respect and use the correct techniques to play them  \*deepen understanding of musical improvisation  \*continue to create more complex rhythms and melodies, and create own rhythmic patterns which lead to melodies  \*improvise and perform in solo and ensemble contexts, understanding the importance of quality rather than quantity of notes  \*know and understand that composition is creating own melody within given boundaries  \*continue to create more complex melodies (in a group or a whole class) within the context of the song being learnt  \*continue to musically demonstrate understanding of dimensions of music including dynamics (getting louder and quieter), pitch (higher and lower) and tempo (faster and slower) | | | | | | \*continue to listen to a variety of musical styles from different times and traditions  \*recognise instruments and features of different  musical styles  \*continue to identify musical styles through learning about their style indicators and the instruments played  \*find the pulse of the music being listened to confidently and innately, and understand what that means  \*use accurate musical language to describe and discuss music  \*use language of tempo, dynamics, timbre, texture and structure  \*sing with a good sense of the pulse internally and sing together and in time with the group  \*understand the importance of clear diction and tuning  \*perform a song stylistically and as musically as possible  \*follow a leader/conductor with confidence and ease, understanding how any why the ensemble fits together | | | |
| \*continue to work together confidently as part of an ensemble/band with an increasing understanding of how to improve musical performance  \*sing, play, improvise and play back compositions as part of an ensemble/band with increasing confidence, skill and accuracy  \*practise, rehearse and present performances with more awareness of an audience’s needs  \*communicate ideas, thoughts and feelings through musical demonstration  \*watch/listen to a recording and discuss their performance, offering feedback and comments  \*understand the importance of practice | | | | | | | | | |
| Computing | ICrypto |  | |  | |  |  | |  | |
| Computing: NC Objectives | In Key Stage 2, pupils should be taught to:  \*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  \*use sequence, selection, and repetition in programs; work with variables and various forms of input and output  \*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  \*understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration  \*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  \*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  \*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | | | | | |
| PE | Games  Calling the Shots  OUTDOOR ED | | Games  Fives and Threes  Dance  What’s so Funny?  OUTDOOR ED | Dance  Masquerade  Gymnastics  Assessing level 1 Unit 5 Tasks 1 and 2 | | Games  Runners  Gymnastics  Acrobatic Gymnastics | Games  What a Racket!  SWIMMING | | | Athletics  3 Jump Challenge  OAA  Crystal Star Challenge |
| PE: NC Objectives | In Key Stage 2, pupils should be taught to:  \*use running, jumping, throwing and catching in isolation and in combination  \*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  \*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  \*perform dances using a range of movement patterns  \*take part in outdoor and adventurous activity challenges both individually and within a team  \*compare their performances with previous ones and demonstrate improvement to achieve their personal best.  \*swim competently, confidently and proficiently over a distance of at least 25 metres  \*use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  \*perform safe self-rescue in different water-based situations | | | | | | | | | |
| RE | **Superhumans**  Why are people remembered?  (The Northern Saints)  Hild, Bede, Cuthbert, Aidan etc.  Sikh Gurus  How did the Northern Saints beliefs change our area? Superhuman journeys- Holy Island etc.  Look at form of religious expression in art- e.g. stained glass, illuminated manuscripts, statues of saints, art in the gurdwara etc. Suggest meanings and explain the symbolism | | | **Gods and Monsters**  Compare the concept of Gods and Monsters (The serpent in the Garden of Eden, not the devil) in Christianity and Sikhism.  Concepts of temptation and devoutness, forgiveness and compassion?  (Jesus in the desert)  Look at a range of forms of religious expression in Christianity and Sikhism and suggest meanings for why believers act/ dress/ express themselves in that way.  Concepts of heaven and free will.  What does God do? Is he real?  Concepts about goodness/ monsters/ evil/ sin and suffering in the Bible and in Sikhism. What does it mean to be human? Is God in charge? | | | **Ancient Civilizations**  What is civilization? What does it mean to be civilized?  What is the difference between cultural and religious practices?  What do Tolerance and Respect really mean?  Why do some religions collapse or survive? Why do opinions change? What is the point of religion? | | | |
| RE: Objectives | Upper KS2:  Knowledge and Understanding of Religion- Pupils will demonstrate **understanding** of some of the beliefs and features of religion through RE concepts.   * Pupils can make links between beliefs and features of a range of religions . * They describe the impact of religions on people’s lives. * They suggest meanings for a range of forms of religious expression.   Critical Thinking- In response to the religious material they learn about, pupils can express their own view using **sound reasons.** Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).  Personal Reflection- In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences. | | | | | | | | | |
| SMSC Weekly Themes | \*PSHE: Going for Goals/ Not Giving Up  \*British Values:  Rule of Law  \*PSHE: Dealing with Changes, Consent and saying No!  NSPCC- Pants rule  \*P4C Session  (Philosophy for Children)  \*PSHE: Getting on and Falling Out/ Empathy and understanding the feelings of others  \*Black History Month/ Anti- Slavery Day  \*Current Affairs and Global Awareness | | \*Making moral choices:  Right and Wrong  \*British Values:  Individual Liberty  \*Anti- Bullying Week  \*OUTRIGHT UNICEF CAMPAIGN  \*PSHE: We are all Unique (Differences)  Diversity and Disability Equality  \*RRSA: Our Rights  and Human Rights  \*SMSC: Current Affairs/ Global Awareness | P4C Session  \*SMSC: Working together/ Gender Equality  This Girl Can…  This Boy Can…  \*SMSC: World Religion Day/ What is faith and belief?  Our Beliefs  (Multi- Faith Week)    \*British Values:  Democracy  \*RRSA: Our Rights  (Safe and Reliable Information)  Safer Internet Day  \*Health and Wellbeing/  Mental Health:  Feelings and emotions | | \*World Cultures/ cultural diversity  \*Lent and Kindness  \*SMSC: STEM/ SCIENCE WEEK  \*P4C Session  \*SMSC: World Water Day/ The Environment  \*SMSC:  Current Affairs and Global Awareness | \*SMSC: Current Affairs and Global Awareness  \*British Values:  Respect and Tolerance for different beliefs and faiths  \*Respect for Our World:  Litter Pick  \*Modern Families:  LGBTQ acceptance  International Day against homophobia and transphobia  (Article 2)  \*Cultural Diversity Day/  \*Walk to School Week-  *How do different children around word access/ travel to school?*  \*Healthy bodies, healthy minds | | | \*SMSC: Ramadan  (Islam)  \*P4C session  \*British Values: Tolerance and Respect  \*SMSC: Eid- Al- Fitr (Islam)  \*SMSC: Campaigning: Send My Friend  \*SMSC: Believe and Achieve: Careers Week  \*Current affairs and global awareness |
| MFL  Units and vocabulary | Early Start Online – French 1   |  |  |  | | --- | --- | --- | | **Units** | **Vocabulary** |  | | Greetings/goodbye | Bonjour  Salut  Bonsoir  Bonne nuit  Au revoir  Monsieur  Madame  Mademoiselle  Merci  Sil vous plait | Good day/hello  Hi  Good evening  Good night  Good bye  Mr  Mrs  Miss  Thank you  Please | | How are you? | Ca va?  Ca va bien  Ca va mal/ca ne va bien  Et toi?  Comme ci comme ca  Oui  Non | How are you?  I am well  I’m not great  And you?  So so  Yes  No | | What’s your name? | Comment t'appelles-tu?  Je m’appelle..... | What is your name?  My name is... | | Alphabet | Alphabet sounds |  | | My family | Ma famille  Mon pere/papa  Mon mere/maman  Mon frere  Ma soeur  Mon grand-pere  Ma grand-mere  Mon oncle  Ma tante  Le bebe  Voici...  Elle s’appelle...  Il s’appelle... | My family  My dad  My mum  My brother  My sister  My grandfather  My grandmother  My uncle  My auntie  The baby  Here is...  She is called...  He is called... | | Numbers 1-12 | Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze | 1-12 | | How old are you? | Quel age as-tu?  J’ai …..... ans  Quel age as-t-il?  Quel age a-t-elle?  Il-a-….ans  Elle-a-…..ans | How old are you?  I am ….... years old  How old is he?  How old is she?  He is.....years old  She is......years old | | Brother and sisters | J’ai...  Je n’ai pas de... | I have...  I don’t have any... | | Do you have a pet? | As-tu un animal?  J’ai...  Un chien  Un chat  Un lapin  Un cochon d’inde  Un oiseau  Un poisson  Un hamster  Une gerbille  Une tortue  Une souris  Un cheval  Un serpent | Do you have any pets?  I have...  A dog  A cat  A rabbit  A guinea pig  A bird  A fish  A hamster  A gerbil  a tortoise  A mouse  A horse  A snake | | Colours | Bleu  Rouge  Jaune  Vert  Noir  Blanc  Orange  Rose  Gris  Marron  Violet | Blue  Red  Yellow  Green  Black  White  Orange  Pink  Grey  Brown  Purple | | Months of the year | C’est quel mois?  Janvier  Fevrier  Mars  Avril  Mai  Juin  Juillet  Aout  Septembre  Octobre  Novembre  Decembre | What month is it?  January  February  March  April  May  June  July  August  September  October  November  December | | Numbers 13-31 | Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trent-et-un | 13-31 | | When’s your birthday? | Quelle est la date de ton anniversaire?  Mon anniversaire est le...  Joyeux anniversaire! | When is your birthday?  My birthday is the...  Happy birthday! | | Days of the week | Quel jour sommes nous?  Aujourd’hui c’est...  Lundi  Mardi  Mercredi  Jeudi  Vendredi  Samedi  Dimanche | What day is it?  Today it is...  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday | | What’s today’s date? | Quelle est la date aujourd’hui?  Aujourd’hui c’est... | What is the date today?  Today it is... | | Weather | Quel temps fait-il?  Il fait beau  Il fait mauvais  Il fait chaud  Il fait froid  Il fait gris  Il pleut  Il neige  Il y a du vent  Il y a du soleil | What’s the weather like?  It’s nice  It’s nasty  It’s warm/hot  It’s cold  It’s cloudy  It’s raining  It’s snowing  It’s windy  It’s sunny | | (Christmas) | Le marche de noel  Les decorations de noel  La creche  Le sapin de noel  Joyeux noel  Le pere noel | The Christmas market Christmas decorations  The nativity  Christmas tree  Merry Christmas!  Father Christmas | | | | | | | | | | |
| MFL  Skills | **Listening & Comprehension**  \*Understand a few familiar spoken words and phrases  **Speaking**  \*Say and/or repeat a few words and short simple phrases  \*Know how to pronounce some single letter sounds.  \*Imitate correct pronunciation with some success.  **Reading & Comprehension**  \*Recognises and read out a few familiar words or phrases  \*Use visual clues to help with reading  **Writing**  **\*** Write or copy simple words and/or symbols correctly  \*Select appropriate words to complete short phrases or sentences.  **Understanding Culture**  **\*** Understand and respect that there are people and places in the world around me that are different to where I live and play  \*Understand that some people speak a different language to my own | | | | | | | | | |
| Ongoing Themes/ Areas of Learning | Daily dashboard: Time/time duratio, Roman numeral, temperature (negative numbers)  Outdoor Ed – Coordinates, compass points and 6 figure grid references | | | | | | | | | |