

Curriculum Map

Year 5	Changes		New Horizons		It's a Wonderful World	
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Key Questions	What do you currently know about Crime and Punishment in History? What do you want to find out	What do you know about reversible and irreversible changes? What would you like to find out?	What do you know about migration? Space? What do you want to find out?	What do you know about North America? What would you like to find out?	What do you currently know about the lifecycles of living things? What do you want to find out?	What do you know about the Oceans of the world?
Walton Drivers	Global Citizenship Individuality Tolerance and Knowledge of the world Self – worth and aspirations					
Wow Entry	Crime Scene Investigation.		What would you take with you if you had to leave home in a hurry and could only take one bag?		Beach Trip	
Wow Exit	Courtroom drama		Freedom Tapestry		Mersea Trip – Physical education, Team building	
Trips/events			Trip – Science centre in Ipswich			
English Units and texts.	Poetry- The River Suspense - to write an opening and build up with a focus of suspense. Text – Lucinda's secret	Suspense - To write a fantasy story with a central suspense theme. Text – The Nightmare Man Non fiction – discussion Text – Do Elves exist?	Myth – to write an action scene Text - Beowulf. Myth – defeat the monster Text – Stories such the minotaur and the cobbler of Krakow	Myth – defeat the monster Text – Stories such the minotaur and the cobbler of Krakow Model poem – to be decided	Meeting tale – to write a meeting tale Text – this morning I met a whale Persuasion – to write a persuasive speech Text – why we should take care of our environment	Information/ non chronological -to write a detailed information report. Text – Killer Whales Poetry – to be decided
Reading	- 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. - maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing 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, recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing, making comparisons within and across books learning a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas, identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.					
	The Boy At the Back of the Class by Onjali Rauf (shared class read)	Holes – Louis Sachar (shared class read)	When Jessie Came Across the Sea (shared class read)	War horse – Michael Monpurgo	This Morning I Met a Whale – Michael Morpurgo (shared class read)	This Morning I Met a Whale – Michael Morpurgo (shared class read)

Maths Units	Place Value	Multiplication and division B	Shape
	- read Roman numerals to 1000 (M) and recognise years written in Roman numerals	- Multiply up to a 4-digit number by a 1-digit number - 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	- Understand and use degrees - Classify angles - Estimate angles - Measure angles up to 180° - Draw lines and angles accurately - Calculate angles around a point
	- Numbers to 10,000 - Numbers to 100,000 - Numbers to 1,000,000 - Read and write numbers to 1,000,000 - Powers of 10 - 10/100/1,000/10,000/100,000 more or less - Partition numbers to 1,000,000 -	Fraction B	Position and direction
	Addition and Subtraction	- 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 - Use fractions as operators	- Read and plot coordinates - Problem solving with coordinates - Translation - Translation with coordinates - Lines of symmetry - Reflection in horizontal and vertical lines
	- Mental strategies - Add whole numbers with more than four digits - Subtract whole numbers with more than four digits - Round to check answers - Inverse operations (addition and subtraction) - Multi-step addition and subtraction problems		Decimals
	Multiplication and division A	Decimals and percentages	- Use known facts to add and subtract decimals within 1 - Complements to 1 - Add and subtract decimals across 1 - Add decimals with the same number of decimal places - Subtract decimals with the same number of decimal places - Add decimals with different numbers of decimal places - Subtract decimals with different numbers of decimal places - Efficient strategies for adding and subtracting decimals
	- Multiples - Common multiples - Factors - Common factors - Prime numbers - Square numbers - Cube numbers - Multiply by 10,100 and 1000 - Divide by 10,100 and 1000 - Multiples of 10,100 and 1000	- Decimals up to 2 decimal places	Negative Numbers
	Fractions	- Equivalent fractions and decimals (tenths) - Equivalent fractions and decimals (hundredths) - Equivalent fractions and decimals - Thousandths as fractions - Thousandths as decimals - Thousandths on a place value chart - Order and compare decimals (same number of decimal places) - 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	- Understand negative numbers - Count through zero in 1s - Count through zero in multiples - Compare and order negative numbers - Find the difference
	- Find fractions equivalent to a unit fraction - Find fractions equivalent to a non-unit fraction - Recognise equivalent fractions - Convert improper fractions to mixed numbers - Convert mixed numbers to improper fractions - Compare fractions less than 1 - Order fractions less than 1 - Compare and order fractions greater than 1 - Add and subtract fractions with the same denominator - Add fractions within 1 - Add fractions with total greater than 1 - Add to a mixed number - Add two mixed numbers - Subtract fractions - Subtract from a mixed number - Subtract from a mixed number - breaking the whole - Subtract two mixed numbers	Perimeter and Area	Converting Units
	-	- Perimeter of rectangles - Perimeter of rectilinear shapes - Perimeter of polygons - Area of rectangles - Area of compound shapes - Estimate area	- Kilograms and kilometres - Millimetres and millilitres - Convert units of length - Convert between metric and imperial units - Convert units of time - Calculate with timetables
		Statistics	Volume
		Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables	- Cubic centimetres - Compare volume - Estimate volume - Estimate capacity

Science	Properties of Materials and Reversible and Irreversible Changes Working Scientifically - Asking questions. - Carrying out fair tests - Making observations. - Justifying decisions. - Making predictions. - Drawing conclusions based on evidence. - Understanding the difference between solids, liquids and gases - Comparing materials based on their properties (including hardness, solubility, transparency, conductivity (electrical and thermal), and response to - magnets. - Understanding reversible and irreversible changes and the difference between them. - Experimenting with what changes can/can't be reversed. - Irreversible changes – investigating rusting. - Reversible changes including melting and freezing. - Investigating methods of separation		Earth and Space Working Scientifically - Asking questions. - Making predictions. - Observing and measuring. - Carrying out fair tests - Recording data. - Interpreting and communicating results. - Understand the relative sizes of the planets - Know the key facts and properties of the planets - Describe the movement of the Earth and other planets relative to the Sun in the Solar System. - Use the Earth's rotation to explain how night and day occur - Investigating how shadows change throughout the day - Understand the phases of the moon	Forces Working Scientifically - Asking questions. - Making predictions. - Carrying out fair tests. - Recording data. - Interpreting and communicating results. - Balanced and unbalanced forces - Friction – how things move on different surfaces - Air resistance – parachute investigation - Water resistance and upthrust – creating a craft which will float	All living things Working Scientifically - Asking questions. - Making predictions. - Observing and measuring. - Recording data. - Interpreting and communicating results. Describe the difference in the lifecycles of a mammal, amphibian, insect and a bird. Investigation – Lifecycle of a butterfly. Butterflies in class. Watch process and make predictions. Life processes and reproduction of plants and animals, including humans. Describe the changes as humans develop to old age Plant experiment (Link the NC living things and life processes)- Remove plant conditions e.g. soil, water, light	
History	Crime and punishment through the ages - The Roman - Anglo-Saxons - Tudors - Guy Fawkes - Dick Turpin - Victorians - Courtroom Drama - Reformatory Schools Chronological Understanding - Know and sequence key events of time studied - Use relevant terms and		The Mayan civilisation - Who were the Maya and when did they live? - Maya Gods and Religion - Maya number system - The impact that Maya civilisation has had on us today. - Mayan food - Mayan doctors and medicine Chronological Understanding - Know and sequence key events of time studied		The Shang Dynasty - When and where the Shang dynasty existed. - Living in the Shang Dynasty. - Gods and kings - Shang artefacts - FU Hao Chronological Understanding - Know and sequence key events of time studied - Use relevant terms and period labels	

	period labels • Make comparisons between different times in the past Range and depth of historical Knowledge • Study different aspects of • different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of lie with the same aspect in another period Interpretations of history • Offer some reasons for different versions of event Historical enquiry • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence Organisation and communication • Recall, select and organise historical information • Communicate their knowledge and understanding . -		• Use relevant terms and period labels • Make comparisons between different times in the past Range and depth of historical Knowledge • Study different aspects of • different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of lie with the same aspect in another period Interpretations of history • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of event Historical enquiry • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence Organisation and communication • Recall, select and organise historical information • Communicate their knowledge and understanding		• Make comparisons between different times in the past Range and depth of historical Knowledge • Study different aspects of • different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of lie with the same aspect in another period Interpretations of history • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of event Historical enquiry • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence Organisation and communication	
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					Recall, select and organise historical information Communicate their knowledge and understanding	
Geography		Mapping the world - Find countries of the world on a map. - Name and locate cities of the UK and their identifying human and physical characteristics by using an atlas. - Find information in an atlas using the index and simple co-ordinates - Use the eight compass points to describe routes on a map. - Use four or six-figure grid references to locate places on a map. - Plan a journey using the eight compass points and four or six-figure grid references. - Describe how land use has changed over time using historical maps. - Compare maps with aerial photographs. Geographical Enquiry - Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places Direction/location - Use 8 compass points		The geography of the Mayan civilisation - Understand the geography of South Eastern Mexico and Northern Central America as experienced by the Mayan Civilisation - Identify the countries and capitals of South Eastern Mexico and Northern Central America - Use geographical terminology to describe the location and characteristics of a range of places in South Eastern Mexico and Northern Central America, eg. human and physical features and how they changed. - Describe the climate and biomes of different regions of South Eastern Mexico and Northern Central America - Identify similarities and differences in the human and physical geography of my local area and a region of South Eastern Mexico and Northern Central America Geographical Enquiry		Oceans of the World - Name the major bodies of water on Earth - Locate oceans and seas of the world on a globe/map. - Know how the oceans and seas were formed - Recognise geographical features of oceans, eg. mountains, volcanoes, coral reef etc. - Know what causes tsunamis - Find out about life in the deep oceans of Earth - Know how the oceans are changing due to climate change - Know the effect on sea life and animals that depend upon it Geographical Enquiry - Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. compare historical

		- Begin to use 4 figure co-ordinates to locate features on a map. Representation - Draw a sketch map using symbols and a key; - Use/recognise OS map symbols. Using maps - Compare maps with aerial photographs - Select a map for a specific purpose - Begin to use atlases to find out about other features of places, eg. find wettest part of the world Scale/distance - Measure straight line distance on a plan - Find/recognise places on maps of different scales Perspective - Draw a plan view map with some accuracy Map knowledge - Identify significant places and environments Style of map - Use index and contents page within atlases. Use medium scale land ranger OS maps.		- Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Drawing Maps - Begin to draw a variety of thematic maps based on their own data. Representation - Draw a sketch map using symbols and a key; - Use/recognise OS map symbols. Map knowledge - Identify significant places and environments Style of map - Use index and contents page within atlases.		maps of varying scales e.g. temperature of various locations - influence on people/everyday life Using maps - Select a map for a specific purpose - Begin to use atlases to find out about other features of places, eg. climate in different parts of the world - Use a key to describe features on an Ordnance Survey map Scale/distance - Find/recognise places on maps of different scales Map knowledge - Identify significant places and environments Style of map - Use index and contents page within atlases. - Use medium scale land ranger OS maps.
Art & Design	Figures in Motion (link to Degas) Exploring and developing ideas Select and record from first hand observation, experience and imagination and explore ideas for different purposes.		Mayan masks research design and make Exploring and developing ideas - Select and record from first hand observation, experience and imagination and explore ideas for different purposes. - Question and make		Collage and Printing linked to Geography – Mapping the World Collage maps of the UK Relief printing of human and physical features Exploring and developing ideas Select and record from	

	• Question and make thoughtful observations about starting points and select ideas and processes to use in their work • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Evaluating and developing work • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further Drawing • Use a variety of source material for their work • Work in a sustained and independent way from observation, experience and imagination • Use a sketchbook to develop ideas • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape 3D form • Describe the different qualities involved in modelling, sculpture and construction • Use recycled, natural and man-made materials to create sculpture through drawing and other preparatory work.		thoughtful observations about starting points and select ideas and processes to use in their work • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Evaluating and developing work • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further Painting • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours • Work on preliminary studies to test media and materials • Create imaginative work from a variety of sources Breadth of study • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions		first hand observation, experience and imagination and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Evaluating and developing work • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further Printing • Explain a few techniques including the use of poly-blocks, relief mono and resist printing • Choose the printing method appropriate to task • Build up layers and colours/textures • Organise their work in terms of pattern, repetition, symmetry or random printing styles, Choose inks and overlay colours Textiles/Collage (Textiles covered in DT in	
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				Spring term) • Use a range of media to create collage • Experiment with using batik safely Breadth of study • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales	
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Computing Ongoing Online Safety: To be delivered throughout the year using 2BeSafe	<u>Self-Image and Identity Lesson 1</u>	<u>Online Relationships Lesson 1</u>	<u>Online Reputation Lesson 1</u>	<u>Online Bullying Lesson 1</u>	<u>Health, Wellbeing and Lifestyle Lesson 1</u>	<u>Privacy and Security Lesson 1</u>	<u>Managing Online Information Lesson 1</u>	<u>Copyright and Ownership Lesson 1</u>
	I can explain how identity online can be copied, modified or altered. <u>Lesson 2</u> I can demonstrate how to make responsible choices about having an online identity, depending on context	I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). <u>Lesson 2</u> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. <u>Lesson 3</u> I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social Media groups). <u>Lesson 4</u> I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. <u>Lesson 5</u> I can demonstrate how to support others (including those who are having difficulties) online	I can search for information about an individual online and summarise the information found. <u>Lesson 2</u> I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. <u>Lesson 2</u> I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. <u>Lesson 3</u> I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. <u>Lesson 4</u> I can identify a range of ways to report concerns and access support both in school and at home about online bullying <u>Lesson 5</u> I can explain how to block abusive users. <u>Lesson 6</u> I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. <u>Lesson 2</u> I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. <u>Lesson 3</u> I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. <u>Lesson 4</u> I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I can explain what a strong password is and demonstrate how to create one <u>Lesson 2</u> I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. <u>Lesson 3</u> I can explain what app permissions are and can give some examples	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. <u>Lesson 2</u> I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. <u>Lesson 3</u> I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results <u>Lesson 4</u> I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. <u>Lesson 5</u> I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. <u>Lesson 6</u> I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). <u>Lesson 7</u> I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. <u>Lesson 8</u> I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful <u>Lesson 9</u> I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	I can assess and justify when it is acceptable to use the work of others. <u>Lesson 2</u> I can give examples of content that is permitted to be reused and know how this content can be found online.

Computing	<u>Quizzing – 5 lessons</u> Making effective quizzes using 2Quiz. Exploring types of questioning and effective presentation of a quiz. • Evaluating the features of a good quiz • Choosing appropriate question types • Making use of feedback and titles • Testing and editing quizzes <u>Databases – 4 weeks</u> Using table-based databases for collecting, presenting, searching and analysing data. • Understanding records and fields • Creating a collaborative database • Searching databases • Analysing data <u>Game Creator - 5 lessons</u> Designing and making a 3D maze adventure game using 2DIY3D. • Exploring the features of a good game • Designing and making sprites and the 0000game world • Evaluating the playability of games	<u>Spreadsheets – 6 lessons</u> Working with data using spreadsheets in the 2Calculate tool. • Using formulae • Exploring measurement conversions • Carrying out numerical investigations • Creating computational models <u>Coding – 6 lessons</u> Developing coding skills using 2Code. • Coding efficiently by refining code • Simulating a physical system • Exploring decomposition and abstraction • Using functions and variables <u>Word processing – 6 weeks</u> Using industry standard software to create documents. • Creating documents • Using images • Entering and editing text B Using tables and templates	<u>Concept maps – 4 lessons</u> Using and creating concept maps using 2Connect. • Creating concept maps • Presenting from a concept map • Making collaborative concept maps <u>Additional Units</u> <u>Coding External Devices – 6 lessons</u> Using the Purple Chip app on a tablet or phone device alongside Purple Mash. • Using device movement • Exploring text functions • Coding interaction with the environment <u>Micro bit - 4 lessons</u> Coding using a micro:bit as an external device. Includes an emulator for schools without micro:bits. • Exploring sensor inputs and the 0000accelerometer • Using selection, variables, inputs and outputs • Coding for the micro:bit pins
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D & T		Food technology – Bread making, linked to irreversible changes in Science Developing, planning and communicating ideas • Generate ideas through brainstorming and identify a purpose for		Textiles- Mayan masks continued – exploring different types of materials and methods of joining. Developing, planning and communicating ideas • Generate ideas through brainstorming and		Construction including cams – Automata Animals linked to Living Things in Science Developing, planning and communicating ideas • Generate ideas through brainstorming and identify a purpose for their product

		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 Working with tools, equipment, materials and components to make quality products (including food) • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • 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 Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others		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 Working with tools, equipment, materials and components to make quality products (including food) • Select appropriate materials, tools and techniques • 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 Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others		• 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 Working with tools, equipment, materials and components to make quality products (including food) • Select appropriate materials, tools and techniques • 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 Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others
Music	Rhythm and Pulse- Scheme Active Music LESSON 1: Sing and use voices to create music with others/to explore duration. LESSON 1: To chant to a steady pulse. To learn cue word actions to new games and to improvise movements to signify a REST.		Singing Games KS2 – Scheme- Active Music LESSON 1: Explore duration/perform in ensemble context using voices with increasing accuracy and control LESSON 1: To learn playground games. To sing with clear diction and to		Pitch – Scheme Active Music LESSON 1/ LESSON 2: Understand and explore pitch and duration/ sing and use voices to create music with others/listen with attention to detail and recall sounds with increasing aural	Instrumental – Scheme Active Music LESSON 1: Compose in groups using duration, timbre and structure/play musical instruments with increasing accuracy and control/perform in ensemble context. LESSON 1: To recognise and respond to repeated rhythm

	LESSON 2: Sing and use voices to create music with others/to explore duration. LESSON 2: To sing in unison while maintaining actions to a steady pulse. To creative inventive clapping and movement sequences to a pulse and to perform. LESSON 3: To explore duration and texture/use and understand musical notation/listen with attention to detail and recall sounds with increasing aural accuracy/perform in solo and ensemble contexts with increasing control and accuracy. LESSON 3: To internalise and recall increasingly lengthy rhythm patterns. To read rhythm notations. To take part in pieces with 3 layers of sound, including ostinatos. To maintain their own part with an awareness of how the other parts fit together. LESSON 4: To explore duration, texture and structure/use and understand musical notation/listen with attention to detail and recall sounds with increasing aural accuracy/improvise/ perform in solo and ensemble contexts using voices and playing musical instruments with increasing control and accuracy. LESSON 4: To play rhythm patterns on percussion instruments. To develop musical memory by internalising and recalling a 16-beat rhythm pattern. To maintain their own part with instruments with an awareness of how the other parts fit together. To		chant with rhythmic accuracy. To clap to a steady pulse and to coordinate bouncing and catching a ball to a steady, continuous pulse. LESSON 2: Explore duration/play musical instruments with increasing accuracy and control/ sing and use voices to create music with others/perform in ensemble contexts. LESSON 2) To sing with clear diction and a sense of phrase. To play rhythmic phrases with control and accuracy on percussion instruments while internalising words. To pass a steady pulse around the circle. To practise, perform and appraise. LESSON 3: Sing and use voices to create music with others/ explore duration/ play musical instruments with increasing accuracy and control/ perform in ensemble contexts. LESSON 3) To pass claves to a steady pulse while singing. To internalise words and play rhythmic phrases with control and accuracy on percussion instruments. To practise and perform to the class. LESSON 4: Explore duration and texture/ sing and use voices to create music with others/ play instruments with increasing accuracy and control. Perform in ensemble contexts. LESSON 4) To sing with clear diction and a sense of phrase. To learn movements and actions to fit with rhythmic phrases. To perform actions while internalising a song. To sing and play a game in		memory/use and understand musical notation/ improvise using pitch, duration and structure/ perform in solo and ensemble context. LESSON 1/2: To learn the solfa name and hand sign of a new note, La. To recognise and sing the intervals between Mi, So and La. To sing from notated rhythm and pitch patterns using INZ and So, Mi, La. LESSON 3: Improvise using pitch, duration and structure while playing musical instruments with increasing control/ perform in solo and ensemble context/sing and use voices to create music with others/listen with attention to detail and recall sounds with increasing aural memory/use and understand musical notation. LESSON 3: To learn the solfa name and hand sign of a new note, Do. To recognise and sing the intervals between Do, Mi, So and La. To sing from notated rhythm and pitch patterns using INZ and Do, Mi, So La and to improvise Do, Mi, So, La patterns. LESSON 4: Understand and explore pitch and duration/sing and use voices to create music with others/listen with attention to detail and recall sounds with increasing aural memory/use and	patterns with instruments. To echo 4-beat rhythm patterns on un-tuned percussion. To think up and play rhythm patterns in unison with control and accuracy. To practise and perform in a group. LESSON 2: Use voices to create music with others/ understand and explore duration/ listen with attention to detail and recall sounds with increasing aural memory/ play musical instruments with increasing accuracy and control/perform in ensemble context. LESSON 2: To play key words on un-tuned instruments with rhythmic accuracy. To internalise the rhythm of a song and to play with thinking voices. To practise and perform in groups in 2 parts. To appraise. LESSON 3/ LESSON 4: LESSON 3: To internalise the rhythm of a song through voice and body percussion. To play the same rhythm on un-tuned instruments with control and accuracy. To create layers of sound with ostinatos. To practise and perform in groups. To appraise. LESSON 4: To play tuned and un-tuned instruments with control and accuracy. To internalise the rhythm and melody of a song. To use ostinatos to create melodic layers and to practise and perform in groups. To appraise. LESSON 5: Play musical instruments with increasing accuracy and control/listen with attention to detail and recall sounds with increasing aural memory/use
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	improvise. LESSON 5: Use voices to create and compose music with others/understand and explore duration and structure/use and understand musical notation/perform in ensemble context. LESSON 5: To introduce the rhythm Ta-a (I). To compose rhythm patterns. To practise and perform in groups. To appraise. LESSON 6: Understand and explore duration, texture and structure/ perform in ensemble context. LESSON 6: To improvise rhythmic patterns using body percussion and movement. To compose sequences in groups, building and reducing layers of movement. To perform and appraise.		canon. To coordinate bouncing and catching a ball to a steady pulse. LESSON 5/LESSON 6: Sing and use voices to create music with others with increasing accuracy and control/ experience duration and pitch. Improvise LESSON 5: To learn movements and actions to new singing games. To sing with clear diction. To walk to a steady pulse and move accurately to musical phrasing, keeping to a steady pulse. To improvise movements to a pulse.		understand musical notation/play musical instruments with increasing accuracy and control. LESSON 4: To learn the solfa name and hand sign of a new note, Re. To recognize and sing the intervals between Do, Re, Mi, So and La. To sing from notated rhythm and pitch patterns using  and Do, Re, Mi, So and La (full pentatonic scale). LESSON 5: Explore texture, pitch and duration/use voices to create music with others/ use and understand musical notation/play musical instruments with increasing accuracy and control/perform in ensemble context. LESSON 5: To play melodies on tuned instruments and to create accompaniments to a song. To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together. LESSON 6: Compose music using appropriate musical notations/explore pitch and duration/ sing and use voices on their own and with others/play musical instruments with increasing accuracy and control/ perform in ensemble context. LESSON 6: To read rhythm and pitch notation and play pentatonic melodies with accuracy. To practise	and understand notations/perform in ensemble context. LESSON 5: To play rhythm patterns from notations and by ear. To play un-tuned instruments with rhythmic accuracy. To lead a group. To practise and perform in groups. To appraise. LESSON 6: Compose music with others using duration, texture and structure/play musical instruments with increasing accuracy and control/use and understand musical notation/perform in ensemble context. LESSON 6: To learn a new rhythm value. To compose 8-beat rhythm patterns in groups. To play un-tuned instruments from their own notation. To practise and perform compositions in groups, creating multiple layers of sound. To perform and appraise.
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					and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.	
RE	Enquiry: Is believing in God reasonable? Session 1 – Identify and categorise philosophical and non-philosophical questions Session 2 – Define and summarise the beliefs and values of Theist, Agnostic and Atheist followers Session 3 – Compare and contrast two theories of religious belief Session 4 – Evaluate the beliefs of Humanist Session 5 – Plan and compose a balanced argument which considers a range of viewpoints	Enquiry: How has belief in Christianity and Islam impacted on music and art throughout history? Session 1 – Examine different types of artistic expression Session 2 – Investigate the history and symbolism of Christian art Session 3 – Compare and contrast Islamic art forms Session 4 – Analyse the impact of different cultures on a significant architectural site Session 5 – Compose and conduct a debate which encompasses conflicting viewpoints	Enquiry: Why should we be good? What do the great philosophers teach about the meaning of life? Session 1: Explore and interpret Plato’s thought experiment ‘The Allegory of the Cave’ Session 2 – Compare Karmic and Christian beliefs and how they affect moral behaviour Session 3: Examine Buddhist teachings on how to live a good life Session 4: Evaluate Kant’s philosophical response to moral behaviour Session 5: Compose an argument which includes ideas from religious and philosophical concepts	Enquiry: What difference does the resurrection make to Christians? Session 1 – Examine the purpose of religious and secular celebrations Session 2 – Compare and contrast the Gospels of Christ’s Resurrection Session 3 – Explain the importance of a religious festival to Christians Session 4 – Debate the significance of the Easter Festival to Christian beliefs Session 5 - Create an infographic poster explaining the relevance of the Resurrection	Enquiry: How do Hindus make sense of the world? Session 1 – Define the fundamental concepts and beliefs which underpin Hinduism Session 2 – Examine Hindu beliefs about God Session 3 – Investigate the significance of Diwali to Hindu beliefs Session 4 – Explain how Hindu beliefs shaped the life of Mohandas Gandhi Session 5 – Design an artwork which encompasses the four Yogic paths of freedom	
French	QCA Unit 13 Bon appetit, bonne santé (Healthy eating) Children learn names of food and drink related to packed lunches and breaktime snacks. They learn how to talk about what they have eaten and drunk the previous day. They learn some food vocabulary relating to Bonfire Night and their intercultural understanding develops through comparison with Bastille Day. Children practise following and creating their own recipes.	QCA Unit 14 Je suis le musicien ('I Am the Music Man') Children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song ‘I am the Music Man’. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap or song for a performance and explain what musical instrument they are going to play.	QCA Unit 15 En route pour l'école (On the way to school) Children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song ‘I am the Music Man’. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap or song for a performance and explain what musical instrument they are going to play.	QCA Unit 16 Scène de Plage (Beach scene) Children use both new and familiar language to describe a painting. The painting used here is Scène de plage by Degas, but you can substitute an alternative. Children use their knowledge to write and perform their own poetry inspired by the painting.	QCA Unit 17 Le Retour du Printemps (The Return of Spring) Children learn to describe seasons using a poem, Le retour du printemps, and the music from Vivaldi’s ‘The Four Seasons’. The poem is provided at the end of the unit. They also learn to talk about what the weather was like. Children work on an end-of-unit performance to consolidate and celebrate their learning.	QCA Unit 18 Les planètes (The planets) Children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. At the end of the unit, children present their knowledge using ICT or by making a booklet.

PSHE	Rights Rules and Responsibilities • Ground rules / class charters • Children’s rights • Conflicting rights and responsibilities • Rules and laws in society • Role of the police • Local and national democracy • Participation in class and school • School and class councils • Social and moral issues Diversity and communities (Link to Nelson Mandela). • Diversity in communities • Community cohesion • Challenging stereotypes • The community and roles in it • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability	Anti-bullying. • Types of bullying including bullying related to race, religion or culture • Homophobic bullying • Physical, mental and emotional wellbeing • Peer pressure • Roles in bullying • Strategies for dealing with bullying including assertiveness • Cyberbullying • Community cohesion • Sources of support	Family and Friends • Changing networks • Respecting difference • Sustaining friendships • Anger management • Family patterns • Influences and pressures • Different perspectives • Cooperation • Network of support	Safety contexts. • Road safety • Sun safety • Cycle safety • Railway safety • Electrical safety • Health and safety rules in school • Preventing a wider range of accidents Managing Risk • Positive and negative aspects of risk taking • Consequences and degrees of risk • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid	Personal Safety • Personal safety • Acceptable and unacceptable physical contact • Secrets and promises • Networks of support • Trusted adults • Organisations that help • Assertiveness • Managing pressure • Domestic violence • E-Safety	Sex & Relationships Education • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria
PE	- Swimming - <u>PE coach</u>	- swimming - <u>PE coach</u>	Swimming Use running, jumping, throwing and catching in isolation and in combination - Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well - Choose pace for running, plan and carry through an even <u>PE coach</u>	Swimming Perform dances using a range of movement patterns - Respond to a variety of stimuli showing a range of actions performed with control and fluency - think about character and narrative ideas created by the stimulus, and respond through movement - experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and	Swimming 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 - Travel with a ball showing changes of speed and directions using either foot or hand. - use a range of techniques when passing, eg high, low, bounced, fast, slow - keep a game going	Swimming Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Perform a range of rolls including backwards roll consistently. - perform a range of actions and agilities with consistency, fluency and clarity of movement - Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when

				in a group	using a range of	performing at the same time as a partner.
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				- Pupils link skills, techniques and ideas accurately and appropriately - Create and perform dances using a range of movement patterns in response to a range of stimuli - use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer remember, practice and combine longer, more complex dance phrases <u>PE coach</u>	different ways of throwing - strike a ball with intent and throw it more accurately when bowling and/or fielding - Pupils link skills, techniques and ideas accurately and appropriately - Effectively play a competitive net/wall game - keep and use rules they are given - try to make things difficult for their opponent by directing the ball to space, at different speeds and heights <u>PE coach</u> -	- Pupils link skills, techniques and ideas accurately and appropriately - Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence. - sequences with changes of speed, level and direction, and clarity of shape - Gradually increase the length of sequences Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement <u>PE coach</u>
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