

King's Oak Primary School



Year 5 Curriculum Plan - Academic Year 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Aspirations/Good to be me</u></p> <p>Target setting - personal and whole class. Handwriting and letter formation. Writing about oneself. Grammar- word classes, sentence structure.</p> <p><u>Lady Mary</u></p> <p>Vocabulary - banished, pert, laborious, rhapsodies, imperial, racked, rapturous, definitively, gawping, sternly, savagely, Explore order of intensity to convey character feeling - pleased, thrilled, bubbly, content, happy, overjoyed, ecstatic, enthusiastic. Cross, seething, fuming, rage, anger, upset, distraught, annoyed, inconsolable, disgruntled, disappointed, indifferent. Make predictions and summarise text read. Understand inference to relate to character. Write diary entries and letters using informal language with</p>	<p><u>Curiosity The story of a Mars Rover</u></p> <p>Predicting, Planning steps to achieve quality texts. Synthesising information, causal and sequential explanations, understanding/identifying features of explanation texts, evaluating texts. paragraphing around a theme. Identifying similarities and differences. Using headings, sub-headings, using questions as a title. Sequential explanations. Causal conjunctions, adverbials to show order of events. Captions for diagrams. Distilling information. Organisational and presentational devices to structure texts. Editing and up levelling. Publishing for best effect.</p> <p>Vocabulary - generated, sequential, causal, captions,</p> <p>Skills - interpreting, imagining, note taking, summarising</p>	<p><u>Clockwork</u></p> <p>Verbs, modal verbs. Investigate personality traits of characters. Summarise text read. What makes a successful diary entry?</p> <p>Writing from different points of views. Use parenthesis. First person. Past tense to present tense and present perfect tense. Editing and improving writing. Predictions. Character feelings and emotions. Diary entry planning. Past tense and past perfect tense. Publishing writing effectively. Character descriptions. Expanded noun phrases with preposition after. Offering opinions and giving reasons for these. Relative clauses. Writing a play script. Colons. Stage directions. Use of commas. Captions. Newspaper report writing.</p> <p>Vocabulary - optimist, pessimist, embarrassed, disastrous. Awkward, desperate, immediately, explanation, individual, stomach, soldier, knight, equipped, determined,</p>	<p><u>The remarkable story of Edmund Hillary</u></p> <p>Making predictions based on limited evidence. Formulating and expressing opinions. Using inference. Recording thoughts. Direct and reported speech. The use of all senses when writing. First person. Past tense, Editing and uplevelling. What is a fact file? Con chronological report writing. Gathering information, Features on non chronological reports. Heading, sub-headings. Organising information logically. Questions as headings. Writing a survival guide.</p> <p>Vocabulary - survival, climate, acclimatisation, frostbite, hypothermia, dehydration, altitude.</p> <p>Skills - Making links, noticing, empathy, using imagination, being resourceful, distilling information.</p>	<p><u>Secrets of the Sun King</u></p> <p>Understand how language is used in different contexts. Learning to write for purpose. meaning of a proverb, Use description to create an image. Write a persuasive letter. Writing a conditional sentence. How to use a possessive pronoun. Editing and up levelling written work. Use drama to enhance conversation writing. punctuate speech correctly. Write dialogue to convey character. Taking notes. Write instructional texts. Use description to improve writing.</p> <p><u>Vocabulary</u></p> <p>Convert nouns or adjectives into verbs with -ate suffix accurately: Pollen Captive Active Motive Commune Medicine Elastic Hyphen Alien valid.</p> <p>Devoured, Propelled, Procession, Exquisite, Intimidating, blustering, Glum, Persisted, Resplendent, begrudgingly</p> <p>Convert nouns or adjectives into verbs with -ify suffix accurately</p>	<p><u>Alma</u></p> <p>Learning to verbally retell a story, sequence a story, understand 'show not tell', create atmosphere through 'show not tell', write a film narrative, plan a film narrative, write an effective opening/setting, Editing and up levelling, effectively build suspense in our writing, write an effective story climax,</p> <p>Vocabulary. Frantically, realistic, glassy, avail, tentatively, exquisite, retrieve, briefly, flexed, doppelganger, dumbfounded, intrigue, gust, replica, spiralled, mesmerised, instinctively, etched, radiated, abandoned, stealthily, dodged, wound. atmosphere</p>

	<p>facts and opinions of the character. Use of different tenses. Rhetorical questions, exclamations, first person pronouns. Emotive language. Conjunctions. Dictionary work, Thesaurus work. Editing and improving written work. Annotate a model for creatures of a text. Paragraphing to organise writing. Sentence types, simple, compound and complex. Modal verbs, synonyms, subordinating and coordinating conjunctions, using commas, varying the noun in the sentence.</p>	<p><u>Film unit – Road’s end</u></p> <p>Using a hyphen in writing. Identifying features of suspense stories. Give opinions and reasons for these. Retell stories orally improving these through adding features of suspense. Analysing texts, commenting on writer's choice of words. Plan a suspense story. Sequence a story. Create reader empathy for characters. Create escalating tension. Use a semicolon to join 2 main clauses. Create reader imagery using expanded noun phrases and descriptive language. Vary nouns to ensure detail and interest. Bring ideas together. Use coordinating and subordinating conjunctions. Use similes and metaphors. Use show not tell sentences using facial and body language of characters. Use direct speech correctly. Edit and improve work. Publish effectively.</p> <p>Vocabulary - enquired, fate, emerged, loomed, wreckage, immaculate, nonchalantly, merely, strewn, vast, chiselled, billowed, gaily, mysterious, demise, reflections.</p> <p>Skills - Empathy, bringing ideas together, trying new things, Feel safe to make mistakes, Noticing details, coming up with ideas, Contributing, Communicate effectively, Responding to others, Use imagination, understand</p>	<p>sincere, conscience, profession, queue, sacrifice.</p> <p>Skills - Effective communication, Being empathetic, Questioning ourselves, Formal English. Being creative, Listening to others, Being respectful.</p>		<p>Amplify, solidify, signify, falsify, glorify, notify, testify, purify, intensify, classify.</p> <p>Convert nouns or adjectives into verbs with -en suffix accurately. Blacken, brighten, flatten lengthen mistaken, straighten, thicken tighten toughen.</p>	
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		inferred meaning. Challenging ourselves. Use standard English. Persevering. Being resilient.				
Guided Reading	<p><u>Lady Mary</u></p> <p>Predict using evidence from the text. Retrieve information and evidence. Infer meaning. Identify key information from text read. Evaluate text read. Compare and contrast ideas from the text. Make decisions based on text read. Give opinions based on text read. Use evidence from the text to back up opinions. Identify true/false statements based on text read. Order event/information from text. Understand the author's use of vocabulary and how the meaning is enhanced through specific choices of vocabulary. Comment on the author's choice of words and explore other words which could have been effective. Summarise both verbally and written events read. Explain meaning of new vocabulary in context of read text.</p> <p>Vocabulary:</p> <p>Hissed, trudged, exemption, turfed, curtsey, deliberately, illegitimate, pondered, wrath, perched, solitary, ironic, serene, petulantly, chivvying, seething, resigned, dispirited, chanted, bonny, buxom, scrutiny, implore,</p>	<p><u>Curiosity The story of a Mars Rover</u></p> <p>Retrieve information/evidence. Use evidence to reinforce reasoning, identify and communicate relevant information. Order events. Understand technical language. Give evidence to clarify reasoning. Understand inferred meaning. Identify facts - true/false. Order events from the text. Comment and evaluate the author's choice of vocabulary.</p> <p>Vocabulary - secrets - in differing contexts, inhospitable, curious, curiosity, hurtling, universal, survival, destination, nickname, bacteria, payload, specific, vital, essential, anticipated, anxious.</p> <p>Skills - communicating ideas, noticing details, analysing, inferring ideas and meanings, reasoning, making links.</p> <p><u>Film unit – Road's end</u></p> <p>Using inference, Commenting on the author's choice of vocabulary and suggesting alternatives. Summarising information.</p>	<p><u>Clockwork</u></p> <p>Predictions based on evidence. Recognise characters and understand the relationships between characters. Retrieve and infer information from the text. Looking at word meanings in different contexts. Using inference skills, Retrieve evidence to back up our opinions. Comment on the author's use of vocabulary. Compare and contrast characters in the text. Retrieve evidence to aid understanding of text. Order events from the story. Etymology of words. Evaluate statements based on the text.</p> <p>Vocabulary - macabre, blurb, preface, pendulum, optimist, pessimist, etymology, optimum, commotion, hush up, tacket, bizarre, lashing, stark, gash, mocking, malleable, lustrous, plot.</p>	<p><u>The remarkable story of Edmund Hillary</u></p> <p>Expressing our own ideas and opinions and back these up with evidence. Identify inferred meanings, Retrieve relevant information, Use skimming and scanning strategies to retrieve information from the text. Compare and contrast using evidence. Interpret information and comment on the author's choices. Understand inferences used.</p> <p>Vocabulary - remarkable, symbolise, aspirations, significance, ultimate, conquered, plunge, buffet, plummet, crevasse, altitude, survey, situation, interpretation, infamous, dysentery, bleak, indicate, inspired, navigate, pivotal, assured, hubbub, etc.</p>	<p><u>Secrets of the Sun King</u></p> <p>Understand inferred meaning in the text. learning to interpret meaning from the text, order events from the text, extract inferred meaning from the text, retrieve answers from the text, use evidence from the text to support our answers. read and understand the story, understand events in a story, predict, understand writers choice of language, summarise the text, compare and contrast characters and settings within texts, skim and scan in order to find information, comment on author's techniques and choice of vocabulary,</p> <p>Understand new vocabulary in context. hearth rug, spontaneous, rarities and antiquities, spectacles, understatement, hieroglyphics, consumption, malaria, Rosetta Stone,</p>	

	ghastly, intolerable, tactless, warrant, lolling, palaver, reluctance, exaggerated, spectators, cordial, canopy, dowry, forage, coverlet, honour, satisfying, magnificence, inevitably, wilted.	Formulating and expressing opinions and giving reasons for these. Using inference to predict what came before a scene and what will come next. Using evidence to back up inferred meaning. How the author creates empathy. Vocabulary - wreckage, strewn, vase, immaculate, vision, review, overview, alternative.				
Maths	<p><u>Decimals</u></p> <ul style="list-style-type: none"> ● Reading, writing, comparing, ordering with numbers with up to 3 decimal places. ● Calculating decimal numbers using column addition and subtraction. ● Problem solving in different contexts. ● Convert between and compare metres and centimetre. <p><u>Money</u></p> <ul style="list-style-type: none"> ● Add and subtract quantities of money. ● Compare amounts of money. ● Convert between pounds and pence. ● Subtract and calculate the change due when paying in whole pounds or notes. 	<p><u>Negative numbers</u></p> <ul style="list-style-type: none"> ● Read and write negative numbers ● Identify and place negative numbers on a number line ● interpret sets of negative and positive numbers in a range of contexts ● Use negative numbers on a coordinate grid and interpret graphs <p><u>Short Multiplication and division</u></p> <ul style="list-style-type: none"> ● Multiply and divide a three-digit number by a single-digit number using short division with exchanging and remainders. ● use efficient strategies of division to solve problems 	<p><u>Area and scaling</u></p> <ul style="list-style-type: none"> ● compare the area of different shapes ● calculate the area of rectilinear shapes ● knowledge of multiplication to solve comparison and change problems ● use their knowledge of multiplication division to solve comparison and change problems 	<p><u>Calculating with decimal fractions</u></p> <ul style="list-style-type: none"> ● multiply and divide a number by 10, 100 and 1,000 ● convert between units of measure (length, mass and capacity) ● use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions ● multiplying by 10 or 100 to divide decimal fractions by one-digit <p><u>Factors, multiples and primes</u></p> <ul style="list-style-type: none"> ● explain what a factor is and how to use arrays and multiplication/division facts to find them ● use a complete list of factors to explain when a number is a square number ● identify a prime number, composite number, 	<p><u>Fraction</u></p> <ul style="list-style-type: none"> ● multiply a proper and improper fraction by a whole number (greater than a whole) ● multiply a mixed number by a whole number (product is greater than a whole) ● find a fraction of a quantity and multiply a whole number by a unit fraction ● non-unit fraction of a quantity using mental and written calculation ● describe and compare two fractions ● use their knowledge of the vertical and horizontal relationship to solve equivalent fractions problems ● Equivalent fractions 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> ● explain the relationship within families of equivalent fractions ● Use equivalent fractions to solve problems ● use common equivalents to compare fractions with decimals <p><u>Converting units</u></p> <ul style="list-style-type: none"> ● convert from and to fraction and decimal fraction quantities of larger units ● derive common conversions over 1 ● solve measures problems involving different units ● understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ● convert between miles and kilometres

				<p>common factor of a number, prime factor of a number, multiple or common multiple of a number</p> <ul style="list-style-type: none"> • actor pairs of '100' to solve calculations efficiently • Solve problems 		<ul style="list-style-type: none"> • solve problems involving converting between units of time <p><u>Angles and transformations</u></p> <ul style="list-style-type: none"> • estimate the size of angles in degrees using angle sets • measure the size of angles accurately using a protractor
Science	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> • compare and group together everyday materials • Look at solutions and how to recover a substance from a solution. • decide how mixtures might be separated • give reasons to uses of everyday materials. • dissolving, mixing and changes of state are reversible changes • changes result in the formation of new materials, and that is not usually reversible. <p><u>Working Scientifically</u></p> <p>Carrying out tests, answer questions, compare, observe, research and discuss.</p>	<p><u>Earth and space</u></p> <ul style="list-style-type: none"> • describe the movement of the Earth and other planets relative to the sun • describe the movement of the moon • 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 <p><u>Working Scientifically</u></p> <p>Comparing, creating models, exploring and researching.</p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals <p><u>Working Scientifically</u></p> <p>Observing, comparing and asking questions.</p>	<p><u>Forces</u></p> <ul style="list-style-type: none"> • Explore gravity • 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 <p><u>Working Scientifically</u></p> <p>Exploring, experimenting</p>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age <p><u>Working Scientifically</u></p> <p>Researching, comparing and recording.</p>	

Computing	<p><u>Digital Literacy and Online Safety</u></p> <ul style="list-style-type: none"> ● Protect their passwords and personal information. ● Judge what sort of privacy setting might be relevant to reducing different risks. ● Identify inappropriate content including spam/junk ● Be a good online citizen and friend. ● Discuss scenarios involving online risk. ● Seek help from an adult when they see something that is unexpected and worrying. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ● Use external triggers and infinite loops to demonstrate control ● Use conditional statements and edit variables. ● Decompose a problem into smaller parts to design an algorithm for a specific outcome and use them to write a program 	<p><u>Digital Literacy and Online Safety</u></p> <ul style="list-style-type: none"> ● Be a good online citizen and friend. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> ● Use the skills already developed to create content using unfamiliar technology ● Select and use and combine technology tools to create effects. ● Review and improve their own work and support ● Save, retrieve and evaluate their work making amendments. ● Insert a resource from the internet or personal life. 	<p><u>Understanding Technology</u></p> <ul style="list-style-type: none"> ● Tell you about copyright and acknowledge the sources of information. ● Check the reliability of a website including photos on site 	<p><u>Digital Literacy and Online Safety</u></p> <ul style="list-style-type: none"> ● Discuss scenarios involving online risk. ● Seek help from an adult when they see something that is unexpected and worrying. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ● Follow a sequence of instructions eg flowchart ● Keep testing a program to recognise when it needs to be debugged.
History	<p><u>Tudors</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> ● Know when in history the Tudors happened- 1485-1603 ● Battle of Bosworth/ War of the roses- an English civil war from 	<p><u>Tudors</u></p> <p><u>Overseas explorers</u></p> <ul style="list-style-type: none"> ● How Britain was influenced by the wider world. ● New discoveries of maps, countries and food. Food like 			<p><u>Ancient Egypt</u></p> <p>Locate Egypt and the River Nile- atlas, map work</p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> ● Locate Ancient Egypt in time, identify the 	<p><u>Ancient Egypt</u></p> <p><u>Investigation of culture and society</u></p> <ul style="list-style-type: none"> ● Burial rites/pyramids (mummification, sarcophagus, canopic jars) ● -Deities and worship

	<p>1485 between the Tudors (Red rose) and Yorks (White rose) fighting for power in England.</p> <p><u>Progression of the Tudor monarchy</u></p> <ul style="list-style-type: none"> Look at Tudor monarchs and their contribution to history. Henry VII, Henry VIII and his wives(in depth insight to his wives), Edward VI, Lady Jane Grey, Mary I, Elizabeth I 	<p>potatoes were discovered during the Tudor era.</p> <ul style="list-style-type: none"> Understanding trade Notable people- Sir Francis Drake, Sir Walter Raleigh and Sir John Hawkins. <p><u>Religion/ Reformation</u></p> <ul style="list-style-type: none"> Significant change from Catholic church to protestant Reformation to the Church of England occurred as Catholicism denied Henry VIII's divorce. Henry VIII was appointed Supreme Head of the Church of England. Destruction of Catholic churches and monasteries to indicate power. England becoming a predominantly Protestant country. <p><u>Illnesses and medication</u></p> <ul style="list-style-type: none"> The plague and remedies at the time 			<p>period of time on a timeline.</p> <ul style="list-style-type: none"> Understand why ancient civilizations settled there <p><u>Importance of River Nile</u></p> <ul style="list-style-type: none"> Identifying the positive and negatives of living by the river How the river supported ancient Egyptians <p><u>Hierarchy of Ancient Egyptians</u></p> <ul style="list-style-type: none"> Classism Groups of people that found the Nile valuable Farming in Ancient Egypt 	<ul style="list-style-type: none"> -Hieroglyphics. <p><u>Process of Mummification</u></p> <ul style="list-style-type: none"> What organs are removed and stored Wrapping of the body Storage of the mummy. <p><u>Howard Carter</u></p> <ul style="list-style-type: none"> The role of Howard Carter in discovering the tomb of Tutankhamun. Understand that he was the most famous archeologist in history. Discussing the ethics and morals of digging a tomb Items he discovered and how they are displayed in museums now. <p><u>Modern day Egypt</u></p> <ul style="list-style-type: none"> Contrast modern day pictures How Egypt has changed over 50 the last years
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		<p><u>Social life</u></p> <ul style="list-style-type: none"> • Comparison between the fashion of the rich and poor • Shakespeare's contribution to theatre • Rich people would have their portraits painted, as there were no photographs at that time. <p><u>Trips</u></p> <p>Hampton Court Palace</p>				<p><u>Trips</u></p> <p>British Museum</p>
Geography			<p><u>Mountains</u></p> <p><u>How mountains are formed</u></p> <ul style="list-style-type: none"> • Recap Y4 learning on the earth's structure, understanding there are 5 layers and there is life only on the crust. Mountains form by the movement of tectonic plates. <p><u>Identifying mountains/ mountain ranges on atlases/maps</u></p>	<p><u>Mountains</u></p> <p><u>Comparing mountains from and below sea level.</u></p> <ul style="list-style-type: none"> • There is a taller mountain than Mount Everest, named Mauna Kea. Mauna Kea's base is measured from below sea level, making it the world's tallest mountain. <p><u>Climate and habitation</u></p>		

			<ul style="list-style-type: none"> Mountain ranges- a group of mountains across the world. <i>Rockies, Andes, Alps, Pyrenees, Himalayas, Great Dividing range.</i> Mountain ranges can be identified using the legend on the map-showing the height of the land from sea level. The range of colour on maps can help identify mountains. <p><u>Famous mountaineers</u></p> <ul style="list-style-type: none"> Famous polar explorer who with Tenzing Norgay (a Sherpa) were the first to reach the summit on 29th May 1953. <p><u>Why Mount Everest?</u> <u>Compare the heights of mountains.</u></p> <ul style="list-style-type: none"> Know Mount Everest as being the tallest natural structure above sea level. Located in Himalayan mountain range which has the highest mountains on Earth, 	<ul style="list-style-type: none"> Identify the difference between weather and climate. Using atlas and legends to identify warmer and cooler climates surrounding mountainous regions. Identify the temperature, precipitation and windspeed. Animals form habitats in mountains as they acclimatise to its surroundings such as red pandas, snow leopard and himalayan tahrs. <p><u>Tourism/ environmental impact</u></p> <ul style="list-style-type: none"> Positive and negative impacts of tourism on mountainous regions. Understand the social, economical and environmental effects 		
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			<p>bordering China and Nepal.</p> <ul style="list-style-type: none"> Understanding the height of Mount Everest and other mountains above sea level by scaling down. Using Mathematical skills (scaling, x axis, y axis, plotting), comparing mountain heights on a bar chart to identify range of mountain sizes and how Mount Everest is the tallest mountain. <p><u>Types of Mountains</u></p> <ul style="list-style-type: none"> There are 5 types of mountains: <i>Fold, Fault-block, Volcanic, Dome and Plateau</i> Understand how Mount Everest was formed. Everest is a fold mountain due to the movement of tectonic plates - Himalaya lies on the join of Eurasian and Indian plates 			
RE	<p>U2.1 What does it mean if Christians believe God to be holy and loving?</p> <p><u>Christianity</u> – holy, loving, glory, holiness, kingdom of God, incarnation – God</p>	<p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p><u>Christianity</u> – holy, loving, glory, holiness, kingdom of God, incarnation – God in</p>	<p>U2.7 Why do Hindus want to be good?</p> <p><u>Hinduism</u> – karma – past actions affecting people negatively or positively, dharma – religious/moral duty, samsara – cycle of</p>	<p>U2.8. What does it mean to be a Muslim in Britain today?</p> <p><u>Islam</u> – 5 pillars of Islam – shahadah – belief in God and messenger, salat – prayer, sawm – fasting,</p>	<p>U2.11 Why do some people believe in God and some not?</p> <p><u>Belief and Faith</u> – theist – belief in god or gods, atheist gods – disbelief in god, agnostic – person</p>	<p>U2.12 How does faith help people when life gets hard? (across religions and non religions)</p>

	in flesh, messiah – saviour of mankind, trinity.	flesh, messiah – saviour of mankind, trinity.	death and rebirth, moksha – release from the cycle of rebirth. A Hindu’s purpose is to obtain as much good in their life, so their atman is fulfilled with good deeds, to make Brahman (God) pleased. By pleasing God, they will achieve Moksha- the freedom from the rebirth and death cycle (samsara).	zakat – giving charity, hajj- pilgrimage. Eid-ul-Adha – festival at the end of hajj.	who thinks it is impossible to know of the existence of god. Prayer, guidance, community, celebration, suffering, bereavement, memories, achievements.	
PSHE	<p><u>Being Me in My World</u></p> <p>Make class charter so everyone is clear of the rules and feeling safe. Being me in Britain and my importance.</p> <p>Knowing my rights and responsibilities and that of others.</p> <p>Knowing about rewards and consequences.</p>	<p><u>Celebrating Differences</u></p> <p>Explain the differences between direct and indirect types of bullying.</p> <p>Know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>Know how to support children who are being bullied.</p>	<p><u>Dreams and Goals</u></p> <p>Describe the dreams and goals of a young person in a culture different from mine and reflect on how these relate to my own.</p>	<p><u>Healthy MeHealthy Me</u></p> <p>Describe the different roles food can play in people’s lives.</p> <p>Explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>Respect and value my body.</p>	<p><u>Relationships</u></p> <p>Explain how to stay safe when using technology to communicate with my friends.</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p><u>Changing me</u></p> <p>Describe how boys and girls’ bodies change during puberty.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>

PE	<p><u>Touch Rugby</u></p> <p>Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and ‘tackling’) with accuracy and precision in both an individual and team based scenario.</p> <p><u>Fitness</u></p> <p>Children are taught about the 5 main components of fitness: Cardiovascular endurance (stamina), muscular endurance, strength, power and flexibility and how these are used in combination for different sports</p>	<p><u>Football</u></p> <p>Children develop skillful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to explore.</p> <p><u>Dance</u></p> <p>Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles. Use movement to explore and communicate ideas and issues and their own feelings and thoughts. Develop an understanding of the historical and cultural origins of different dances through a choice of themes.</p>	<p><u>Hockey</u></p> <p>Children develop skillful attacking and team play. They learn how to work well as a team when attacking and when exploring a range of ways to defend.</p> <p><u>Gymnastics</u></p> <p>Children create longer sequences to perform to an audience. Learn a wider range of actions and explore more challenging ways to perform (through body positions/movements and equipment).</p>	<p><u>Netball</u></p> <p>Children will develop understanding of types of passing and build confidence in aiming for targets at different heights. Children will develop movement and timing for passing and dodging.</p> <p><u>Dodgeball</u></p> <p>Children learn that physical skills are required to play Dodgeball. Learning how to improve dodging, throwing and catching skills. Learning how to improve the speed of reactions. Learning to explore tactics and strategies for Dodgeball.</p>	<p><u>Cricket</u></p> <p>Children develop the range and quality of their skills and understanding. They learn how to play the different roles involved in cricket.</p> <p><u>Team Building</u></p> <p>To learn the fundamentals of effective teamwork such as communication, co-operation and constructive feedback.</p>	<p><u>Tennis</u></p> <p>Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis.</p> <p><u>Leadership</u></p> <p>Children learn the characteristics of being a good sports leader and how to apply these when leading a group of younger pupils. Children will learn how to plan, deliver and evaluate sports activities.</p>
Music	<p>Recorders</p> <ul style="list-style-type: none"> ● What is woodwind? ● How to hold a recorder ● How covering holes make notes ● Cleaning 	<p>Recorders</p> <ul style="list-style-type: none"> ● Listening to music - Famous composers ● opinions ● Beats in the bar ● Instruments of the orchestra 	<p>Recorders</p> <ul style="list-style-type: none"> ● Reading music ● Crotchets ● Quavers ● Can we recognize instruments when we hear them? 	<p>Recorders</p> <ul style="list-style-type: none"> ● Reading notes on the stave ● Minims ● rests ● Composing using notes learned 	<p>Recorders</p> <ul style="list-style-type: none"> ● Writing our own music ● Using notes learned ● Appreciate different genres of music ● Famous composers 	<p>Recorders</p> <ul style="list-style-type: none"> ● Performing ● Semiquavers ● semibreve ● using all notes learned.

Art	<p><u>Painting and Drawing Self Portraits</u></p> <p>Investigate paintings and breaking it down into simple shapes</p> <p>Use techniques, colours, tools and effects to represent things seen, remembered or imagined</p>	<p><u>Making 3D Models of Space</u></p> <p>Recreate images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures</p> <p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>	<p><u>Printing Mountains</u></p> <p>Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief</p> <p>Recreate a scene remembered, observed or imagined, through collage printing</p>	<p><u>Photography</u></p> <p>Understand that camcorders and videos are forms of photography and the principles of how they work</p> <p>Create simple images on photographic paper</p>	<p><u>Textiles</u></p> <p>Use plaiting, pinning, stapling, stitching and sewing techniques</p> <p>Using various needles to produce more complex patterns when stitching</p>	<p><u>Collage</u></p> <p>Creating a laget Tutunkhmun using collage.</p> <p>Develop experience in embellishing, using more advanced stitching and appliqué techniques (sewing material onto materials)</p> <p>Apply knowledge of different techniques as a form of expression.</p>

DT	<p><u>Cooking and Nutrition:</u></p> <p>Making Tudor Biscuits</p> <ul style="list-style-type: none"> ● Assemble and cook ingredients, controlling the temperature of the oven. ● Measure accurately using different equipment. ● Create recipes, including ingredients, methods, cooking times and temperatures. ● Understand the importance of correct storage and handling of ingredients. ● Combine ingredients appropriately, eg beating or rubbing. 				<p><u>Textiles:</u></p> <p>Egyptian Tunics</p> <ul style="list-style-type: none"> ● Research what the Egyptians wore. ● Develop a design criteria so that it is appealing and fit for purpose. ● Plan and draw a design labelling it carefully. Communicating and sharing ideas with peers. ● Cut materials with accuracy and precision using paper patterns. ● Using a range of stitching to sew two materials together. ● Using different types of stitches to draw patterns on the clothing. 	
Foreign Language - French	<p><u>My House</u></p> <p>Describing rooms in a house, its size and what floor is it located on.</p>	<p><u>My Bedroom</u></p> <p>Naming items in a bedroom and its location using prepositions.</p>	<p><u>Fruits</u></p> <p>Naming different types of fruits and their opinions on them.</p>	<p><u>Numbers</u></p> <p>Learning/ recapping numbers 50-100. Being able to give a price of an item.</p>	<p><u>Sports</u></p> <p>Stating what, when and how often sports are played.</p>	<p><u>Sports</u></p> <p>Giving justified opinions on sports</p>

