

# **YEAR 5**

# **CURRICULUM**



**Belong. Believe. Become**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Ancient Egypt	Rivers	Tremors		Off with her head!	
Engage						
Science	Earth and space	Forces	Living things and their habitats	Scientific investigations	Animals including humans	Properties and changes in materials
Geography		Rivers	Weather, earthquakes and volcanoes			
History	Ancient Egypt			Pompeii	Changes in the monarchy	

Art and Design	Printing cartouches		Mood of the weather			Clay head of state
DT		Moving boat		Earthquake proof building	Tudor fashion	
Music	Listening and performing		BBC Ten Pieces- music study		Creating	
PE	Dance    Gymnastics		Tennis    Tag rugby		Cricket/rounder    Athletics	
French	On holiday	Eating out	Hobbies	School trip	Seasons	The environment
PSHCE	Living in the wide world		Relationships		Health and wellbeing	

<b>Computing</b>	Selection	Data basis	HTML	Video editing	Selection	Vector drawing
<b>RE</b>	Food and drink- what are religious rules for?	Is Christianity too commercial?	The Gurdwara	Who is responsible for Jesus's death?	What is worship?	What is it for?
<b>Express</b>						

## **SUGGESTED TRIPS**

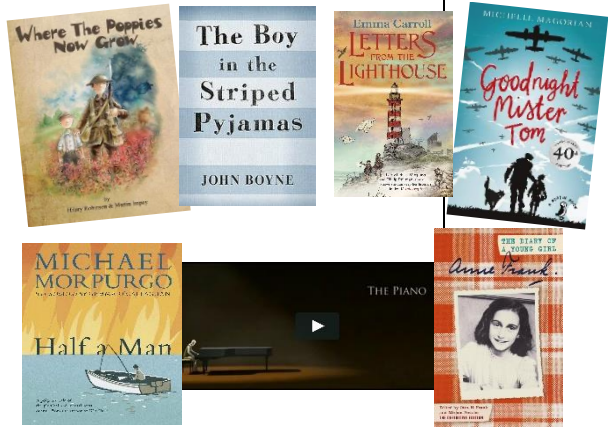
“Better to see something once than hear about it a thousand times.”

--Asian proverb

# READING CANON

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”





—Dr. Seuss



Reading Cannon books		
		

# READING

“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
<ul style="list-style-type: none"> <li>• explore the meaning of words in context, confidently using a dictionary</li> <li>• discuss how the author’s choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language</li> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word’ and *explore its meaning in the broader context of a section or paragraph.</li> </ul> 	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul> 	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions with relevant evidence from the text.</li> <li>• confirm and modify predictions as they read on.</li> </ul> 
Explain	Retrieval	Sequence
<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language,</li> <li>• considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>• use evidence from across larger sections of text</li> <li>• read a broader range of texts including myths, legends, stories from other cultures,</li> </ul> 	<ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>• make connections between information across the text and include this is an answer.</li> <li>• discuss the themes or conventions from a chapter or text</li> </ul>

<ul style="list-style-type: none"> <li>• explain and discuss their understanding of what they have read, including through</li> <li>• formal presentations and debates.</li> </ul> 	<p>modern fiction and archaic texts.</p> <ul style="list-style-type: none"> <li>• retrieve, record and present information from non-fiction texts.</li> <li>• ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• identify themes across a wide range of writing</li> </ul> 
--	---	--

**Throughout the year children should be taught to-**

Word Reading	Comprehension
<ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by 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</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by 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</li> <li>• Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</li> <li>• Understand what he/she reads by asking questions to improve his/her understanding of complex texts</li> <li>• Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</li> </ul>



# WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton

Genre of writing skills and knowledge progression		
Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts
<ul style="list-style-type: none"> <li>• In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity.</li> <li>• Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</li> <li>• Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</li> <li>• Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. ‘As he was running away he noticed...’, possible supporting illustrations, degree of formality adopted and use of connectives.</li> <li>• Use the language features of recounts including formal language when recounting events orally.</li> <li>• Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</li> <li>• Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</li> <li>• In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</li> </ul>

Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
<ul style="list-style-type: none"> <li>• Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information.</li> <li>• Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs</li> <li>• Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</li> <li>• Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style</li> </ul>	<ul style="list-style-type: none"> <li>• Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate</li> <li>• Read other examples ( e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact</li> <li>• Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information</li> <li>• From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult...'; persuasive definitions, e.g. 'no one but a complete fool...', 'every right-thinking person would...'; 'the real truth is...'; rhetorical questions, e.g. 'are we expected to...?', 'where will future audiences come from...?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...'; deliberate ambiguities, e.g. 'probably the best...in the world' 'known to cure all...', 'the professional's choice'</li> </ul>	<ul style="list-style-type: none"> <li>• Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.</li> <li>• Create plans for information texts drawing on knowledge of text types to decide form and style for different elements.</li> <li>• Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount.</li> <li>• create multi-layered texts, including use of hyperlinks, linked web pages</li> <li>• Record and acknowledge sources in own writing.</li> <li>• Summarise a passage, chapter or text in a specific number of words.</li> <li>• Read a passage and retell it "in your own words"</li> </ul>

	<ul style="list-style-type: none"><li>• Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state</li><li>• Write a commentary on a nissue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points</li><li>• Construct an argument in note form or full text to persuade others of a point of view and :present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this.(e.g. develop a PowerPoint presentation.)</li><li>• Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</li></ul>	
--	--	--

---

Balanced argument and discussion texts (speech, essay, letter)	Poetry	Story/narrative
<ul style="list-style-type: none"> <li>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.</li> <li>Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.</li> </ul>	<p>Reading poetry-</p> <ul style="list-style-type: none"> <li>discuss poet's possible viewpoint, explain and justify own response and interpretation;</li> <li>explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning;</li> <li>explore imagery including metaphor and personification;</li> <li>compare different forms and describe impact</li> </ul> <p>Performing poetry-</p> <ul style="list-style-type: none"> <li>vary pitch, pace, volume, expression and use pauses to create impact;</li> <li>use actions, sound effects, musical patterns, images and dramatic interpretation</li> </ul> <p>Creating poetry-</p> <ul style="list-style-type: none"> <li>invent nonsense words and situations and experiment with unexpected word combinations;</li> <li>use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</li> <li>write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour</li> </ul>	<p>Telling stories-</p> <ul style="list-style-type: none"> <li>Plan and tell stories to explore narrative viewpoint, ( e.g.)re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catch phrase, humour; use spoken language imaginatively to entertain and engage the listener.</li> </ul> <p>Writing stories-</p> <ul style="list-style-type: none"> <li>Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.</li> <li>Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.</li> </ul>

**Throughout the year children should be taught the following grammar and punctuation-**

Word	Sentence	Text
<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</li> <li>• Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>
Punctuation		Terminology for pupils
<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>		modal verb relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity

# MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

-- Shakuntala Devi

Skills and knowledge in calculations-			
Addition	Subtraction	Multiplications	Division
<p><b>Formal Methods</b>  <i>Note an additional line for 'carried digits' can be used when using compact method. This can be removed, as appropriate.</i></p> $\begin{array}{r} 26247 \\ + 4936 \\ \hline 111 \\ \hline 31183 \end{array}$ $\begin{array}{r} 82,456 \\ + 9,088 \\ \hline 91,544 \end{array}$	<p><b>Formal Methods</b>            Formal Columnar Subtraction            Decomposition</p> $\begin{array}{r} 386 \\ - 148 \\ \hline 238 \end{array} \quad \begin{array}{r} 78042 \\ - 2834 \\ \hline 5208 \end{array}$ <p><i>Children should be able to recognise when decomposition is <b>not</b> the most appropriate method for subtraction.</i></p>	<p><b>Formal Short Multiplication (T0 x O, HTO x O)</b>  <i>Note an additional line for 'carried digits' can be used when using compact method. This can be removed, as appropriate.</i></p> $\begin{array}{r} 364 \\ \times 53 \\ \hline 2912 \end{array} \quad \begin{array}{r} 364 \\ \times 538 \\ \hline 2912 \end{array}$ <p><b>Formal Long Multiplication</b></p> $\begin{array}{r} 2364 \\ \times 23 \\ \hline 47280 \\ 7092 \\ \hline 54372 \end{array}$	<p><b>Formal Methods</b>            Formal Short Division  <i>Remainders to be noted as a 'remainder', or as a fraction.</i></p> $8 \overline{) 2967} \begin{array}{l} 0370 \text{ r } 7 \\ 2967 \\ \hline \end{array} \text{ or } 370 \frac{7}{8}$ <p><b>Bar Model</b>  <math>\square \div 6 = 25 \text{ r } 4</math></p> <p><math>225 \div \square = 7 \text{ r } 1</math></p>
<p><b>Bar Model</b>            Solves problems involving addition, subtraction, multiplication and division and a combination of these.</p> <p>Every four days, Sally scored 12.5 on her test. On the fifth day, she scored 14. What was her total score for the week?</p> <p>I cut 80cm from a length of ribbon and shared the remainder between 3 friends. Each friend now has 1.3m of ribbon. How much did I start with?</p>			
		<p><b>Bar Model</b></p> <p>Tracey puts 4 seeds into each of her pots. She uses 6 pots and has 1 seed left over. How many seeds did she start with?</p>	

Throughout the year children should be taught to-					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>1 Place value</b> Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p>	<p><b>1 Multiplication &amp; division</b> Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.</p>	<p><b>3 Place value. Roman numerals</b> - Interpret negative numbers in context, count forwards and backwards with positive and negative numbers including through zero. - Read Roman numerals to 1000 and recognise years written in Roman numerals</p>	<p><b>5 Multiplication &amp; Division</b> Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p>	<p><b>4 Place value</b> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p>	<p><b>5 Place value</b> Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000</p>
<p><b>2 Place value Decimals</b> Count up and down in thousandths; recognise that thousandths arise from dividing an object into 1000 equal parts and in dividing numbers or quantities by 1000.</p>	<p><b>2 Multiplication &amp; Division</b> -Multiply and divide numbers mentally drawing upon known facts. -Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers -Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p>	<p><b>3 Addition &amp; subtraction</b> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p>	<p><b>4 Geometry</b> -Identify 3D shapes, including cubes and other cuboids, from 2D representations - Use the properties of rectangles to deduce related facts &amp; find missing lengths &amp; angles.</p>	<p><b>3 Fractions</b> Compare and order fractions whose denominators are all multiples of the same number.</p>	<p><b>5 Addition &amp; Subtraction</b> Consolidate Addition and Subtraction using columnar addition and subtraction</p>

<p><b>1 Addition &amp; Subtraction</b> Add and subtract numbers mentally with increasingly large numbers.</p>	<p><b>1 Fractions</b> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Read and write decimal numbers as fractions, e.g. <math>0.71 = \frac{71}{100}</math>.</p>	<p><b>4 Multiplication &amp; Division</b> Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p>	<p><b>2 Fractions</b> Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.</p>	<p><b>4 Measures Time</b> Solve problems involving converting between units of time.</p>	<p><b>5 Fractions</b> Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal.</p>
<p><b>1 Geometry Angles</b> Know angles are measured in degrees; estimate &amp; compare acute, obtuse &amp; reflex angles. Identify: -Angles at a point on a straight line &amp; <math>\frac{1}{2}</math> a turn (total <math>180^\circ</math>) -Angles at a point &amp; one whole turn (total <math>360^\circ</math>) -Other multiples of <math>90^\circ</math> Draw given angles &amp; measure them in degrees</p>	<p><b>3 Multiplication &amp; Division</b> Multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.</p>	<p><b>2 Measures Area</b> Calculate &amp; compare the area of rectangles (including squares) including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) &amp; estimate the area of irregular shapes.</p>	<p><b>3 Measures</b> - Estimate volume (e.g. using 1 <math>\text{cm}^3</math> blocks to build cubes, including cuboids) &amp; capacity (e.g. using water). - Convert between different units of metric measure (e.g. <math>\text{km/m}</math>; <math>\text{cm/m}</math>; <math>\text{cm/mm}</math>; <math>\text{g/kg}</math>; <math>\text{l/ml}</math>).</p>	<p><b>4 Fractions</b> -Round decimals with two decimal places to the nearest whole number and to one decimal place. - Read, write, order and compare numbers with up to three decimal places.</p>	<p><b>5 Measures</b> Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>



<p><b>1 Measures Perimeter &amp; Area</b> -Measure and calculate the perimeter of composite rectilinear shapes in cm and m. - Calculate &amp; compare the area of rectangles (including squares, &amp; including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) &amp; estimate the area of irregular shapes.</p>	<p><b>1 Statistics</b> Complete, read and interpret information in: tables, including timetables</p>	<p><b>2 Geometry Reflection &amp; Translation</b> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed</p>	<p><b>2 Statistics</b> Solve comparison, addition and difference problems using information presented in a line graph</p>	<p><b>4 Addition &amp; Subtraction</b> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b>5 Geometry</b> Consolidate and revise all Year 5 learning associated with geometry to include work on angles, translations and shape</p>
<p><b>2 Addition &amp; Subtraction</b> Add and subtract whole numbers with more than 4 digits including using formal written methods (columnar addition and subtraction).</p>	<p>Consolidate and assess</p>	<p><b>3 Geometry</b> Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	<p>Consolidate and assess</p>	<p><b>6 Multiplication &amp; division</b> Recognise and use square numbers and cube numbers, and the notation for square<sup>2</sup> and cubed<sup>3</sup>.</p>	<p>Consolidate and assess</p>

**Throughout the year children should be taught the following-**

Number facts	Tables facts
<ul style="list-style-type: none"><li>• Prime Numbers to 19;</li><li>• <math>\times/\div</math> mentally drawing upon known facts;</li><li>• <math>+/-</math> mentally with increasingly large numbers</li></ul>	<ul style="list-style-type: none"><li>• Tables Chart completed;</li><li>• Super Gold Test achieved;</li><li>• Bronze, Silver and Gold – Squares to 102;</li><li>• Bronze, Silver and Gold – Cubes to 103.</li></ul>

# SCIENCE




“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”

--Brian Greene

Skills and knowledge in Science for Year One				
Working scientifically				
<p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• planning enquiries, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models</li> <li>• reporting findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions</li> <li>• presenting findings in written form, displays and other presentations</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• using simple models to describe scientific ideas</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>				
Forces	Animals, including humans	Properties and changes of materials	Earth and space	Living things & their habitats
<ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some</li> </ul>	<ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a</li> </ul>	<ul style="list-style-type: none"> <li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• describe the movement of the Moon relative to the Earth</li> <li>• describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• use the idea of the Earth’s rotation to explain day and night and</li> </ul>	<ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> </ul>

<p>mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p>substance from a solution</p> <ul style="list-style-type: none"> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• 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.</li> </ul>	<p>the apparent movement of the sun across the sky.</p>	
---	--	--	---	--

---

Taught topics					
Scientific investigations	Sound	Living things and their habitats	Electricity	States of Matter	Animals including humans
Pupils should be taught: <ul style="list-style-type: none"> <li>objectives from skills and knowledge above.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>objectives from skills and knowledge above.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>objectives from skills and knowledge above.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>objectives from skills and knowledge above.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>objectives from skills and knowledge above.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>objectives from skills and knowledge above.</li> </ul>
Curriculum links					
					

Teaching ideas		

**Pupils should learn the following vocabulary-**

**Earth and Space-** Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune)  
spherical, solar system, rotates, star, orbit, planets

**Materials-** Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material

**Forces-** Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears

**Animals including humans-** Vocab to be decided alongside PSHE puberty topic




**Living things and habitats-** Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings

# ART & DESIGN

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

--MaryAnn F. Kohl

Skills and knowledge in Art for Year One		
General skills and core knowledge		
<ul style="list-style-type: none"> <li>• To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas</li> <li>• To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas</li> <li>• To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>		
Drawing	Collage and sculpture	Painting
<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects e.g., reflections, shadows and direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Use a variety of mediums to create a precise drawing, with detail</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or if more abstract provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture &amp; pattern.</li> <li>• Use tools and equipment confidently, to mould and manipulate materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch lightly before painting to combine line and colour.</li> <li>• Create a colour palette for a purpose to help create moods</li> <li>• Use the qualities of paint to create visually interesting pieces.</li> </ul>

Taught topics		
Printing cartouches	Mood of the weather	Clay head of state
Pupils should be taught: <ul style="list-style-type: none"> <li>• Design and create printing tile.</li> <li>• Mix colours appropriately.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Use the colour palette to create mood.</li> <li>• Use pastels to create visually interesting piece that includes aspects such as shadows and reflection.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Use tools and joining techniques to create a life-like representation.</li> </ul>
Curriculum links		
		



## Teaching ideas

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Explore Egyptian cartouches and Egyptian hieroglyphic.</li><li>• Design own cartouche and transfer this onto a polystyrene tile.</li><li>• Use rollers and ink to create cartouche prints.</li></ul> | <ul style="list-style-type: none"><li>• Explore art by Spencer Fraser- specifically 'Storm Shudders'.</li><li>• Explore different colours to create mood.</li><li>• Explore different oil pastel techniques- heavy pressure blending, colour mixing, stippling and oil.</li><li>• Create a landscape piece using oil pastels that depicts weather.</li></ul> | <ul style="list-style-type: none"><li>• Use pinch pots to create a clay head that represents one of the kings of queens that is being studied.</li></ul> |
|--|--|--|

## Vocabulary

Pupils should learn the following vocabulary-

# COMPUTING

“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”

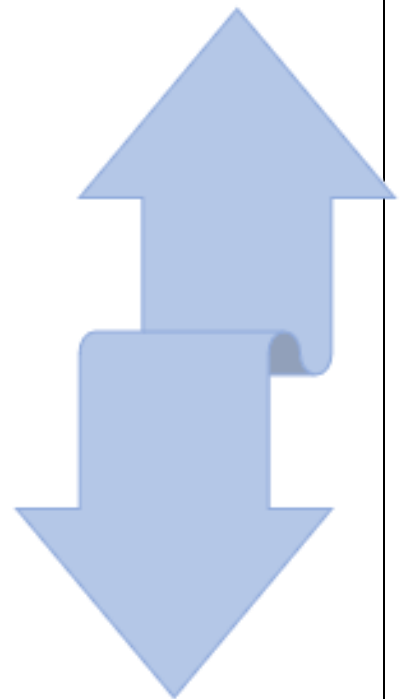
—Maria Klawe

Skills and knowledge in computing			
E-safety	Programming	Handling data	Multimedia
<ul style="list-style-type: none"> <li>• I protect my password and other personal information.</li> <li>• I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.</li> <li>• I know that anything I post online can be seen, used and may affect others.</li> <li>• I can talk about the dangers of spending too long online or playing a game.</li> <li>• I can explain the importance of communicating kindly and respectfully.</li> <li>• I can discuss the importance of choosing an age-appropriate website or game.</li> <li>• I can explain why I need to protect my computer or device from harm.</li> <li>• I know which resources on the Internet I can download and use.</li> </ul>	<ul style="list-style-type: none"> <li>• I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> <li>• I can refine a procedure using repeat commands to improve a program.</li> <li>• I can use a variable to increase programming possibilities.</li> <li>• I can change an input to a program to achieve a different output.</li> <li>• I can use ‘if’ and ‘then’ commands to select an action.</li> <li>• I can talk about how a computer model can provide information about a physical system.</li> <li>• I can use logical reasoning to detect and debug mistakes in a program.</li> <li>• I use logical thinking, imagination and creativity to extend a program.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a spreadsheet and database to collect and record data.</li> <li>• I can choose an appropriate tool to help me collect data..</li> <li>• I can present data in an appropriate way.</li> <li>• I can search a database using different operators to refine my search.</li> <li>• I can talk about mistakes in data and suggest how it could be checked.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use text, photo, sound and video editing tools to refine my work.</li> <li>• I can use the skills I have already developed to create content using unfamiliar technology.</li> <li>• I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</li> <li>• I can select an appropriate online or offline tool to create and share ideas.</li> <li>• I can review and improve my own work and support others to improve their work.</li> </ul>
Technology in our lives			
<ul style="list-style-type: none"> <li>• I can describe different parts of the Internet.</li> <li>• I can use different online communication tools for different purposes.</li> <li>• I can use a search engine to find appropriate information and check its reliability.</li> <li>• I can recognise and evaluate different types of information I find on the World Wide Web.</li> <li>• I can describe the different parts of a webpage.</li> <li>• I can find out who the information on a webpage belongs to.</li> </ul>			

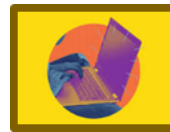
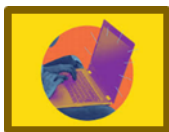
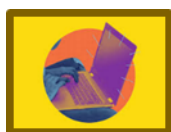
## Taught topics

Selection	Data basis	HTML	Video editing	Selection Physical computing	Vector drawing
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Represent their understanding of programs to create an algorithm.</li> <li>• Use selection to control outcomes.</li> <li>• To design a quiz relating to a given task and implement it as a program.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Use tools within a database to order and answer questions.</li> <li>• Create charts and graphs using their data to help solve problems.</li> <li>• Use real life databases to answer questions and present their findings to others.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To design and evaluate different types of information found on the WWW</li> <li>• Describe different parts of a webpage</li> <li>• To create their own web page</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To capture, manipulate and edit a video.</li> <li>• To take an idea from conception to completion.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To explore the concept of selection in programming.</li> <li>• How to connect and program components</li> <li>• To be introduced to conditions as a means of controlling the flow of actions.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Use different drawing tools and how images are created using layers.</li> <li>• Explore ways images can be grouped and duplicated.</li> <li>• Create more complex pieces of work.</li> </ul>

Curriculum links






Teaching ideas



Vocabulary

Pupils should learn the following vocabulary-



Taught topics		
Moving boat	Earthquake proof building	Tudor fashion
Pupils should be taught: <ul style="list-style-type: none"> <li>• Use cams to create a moving structure.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Use knowledge of strength and reinforcement to build a stable structure.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Use a range of stiches to join fabric and material.</li> </ul>
Curriculum links		
		

### Teaching ideas

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• Use cams and loose parts to build a structure that has a boat that moves.</li></ul> | <ul style="list-style-type: none"><li>• Explore the architect Kengo Kuma.</li><li>• Explore earthquake resistant buildings around the world.</li><li>• Use a range of materials and loose parts to build a structure that can withstand movement mimicking an earthquake.</li></ul> | <ul style="list-style-type: none"><li>• Explore the designer Gareth Pugh and his tudor inspired clothing.</li><li>• Explore and practice a range of stiches.</li><li>• Design own tudor inspired clothing.</li><li>• Use fabric, old clothes and recycles materials (bags, wrappers etc) to make own clothing.</li><li>• Fashion show.</li></ul> |
|---|---|--|

### Vocabulary

Pupils should learn the following vocabulary-

# GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

--Barack Obama

Skills and knowledge in Geography	
Location knowledge	Place knowledge – Egypt
<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region (the river Nile compared with the Tees) within Africa</li> </ul>
Physical and Human geography	Geographical mapping skills
<ul style="list-style-type: none"> <li>Earthquakes and Volcanoes- Understand key geographical aspects</li> <li>Rivers and the water cycle- Understand key geographical aspects</li> </ul>	<ul style="list-style-type: none"> <li>Build four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</li> </ul>
Fieldwork	
<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	






**Taught topics**

Rivers	Weather, earthquakes and volcanoes
--------	------------------------------------

<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• Locate the River Tees on a map of the UK.</li><li>• Name major rivers in the UK and locate them on a map.</li><li>• Understand the water cycle.</li><li>• Name the basic features of a river and how they are formed.</li><li>• Use 4-figure grid references to describe rivers on a map.</li><li>• Understand how rivers are formed and how rivers change over time.</li><li>• Understand why rivers are important for settlements.</li></ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• Explore a variety of the most extreme weather- lightening, floods, tropical storms (hurricanes, cyclones and typhoons), tornadoes and hail storms.</li><li>• Name and locate famous volcanoes in Europe on a map.</li><li>• Understand the structure of the earth.</li><li>• Understand the idea of plate tectonics and how earthquakes happen.</li><li>• Understand the structure of a volcano and why they erupt.</li></ul>
--	---

**• Curriculum links**

		
--	---	--

## Teaching ideas

- Locate on a map where extreme weather takes place.
- Case study of recent extreme weather.

## Vocabulary

Pupils should learn the following vocabulary-

# HISTORY

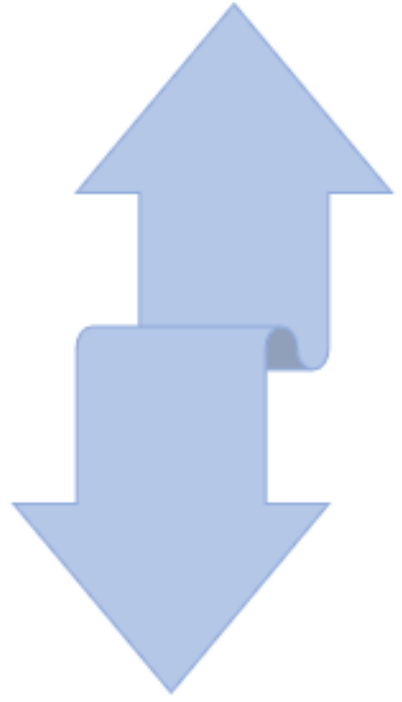
“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge in history		
Chronological understanding	Historical terms	Knowledge and understanding
<ul style="list-style-type: none"> <li>Place current study on a time line in relation to other studies.</li> <li>Use relevant terms and periods labels</li> <li>Relate current studies to previous studies.</li> <li>Identify changes within and across historical periods.</li> <li>Use words and phrases relating to specific periods: Industrial Revolution, Renaissance etc.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Give short term cause and consequence of the main events, situations and changes in the period studied.</li> <li>Identify changes and links within and across the time periods studied.</li> </ul>
Interpretation of history	Historical enquiry	Organisation and communication
<ul style="list-style-type: none"> <li>Compare accounts of events from different sources. Fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of life in time studied.</li> <li>Select relevant sections of information.</li> <li>Confident use of library, e-learning, research</li> </ul>	<ul style="list-style-type: none"> <li>Fit events into a display sorted by theme/ time.</li> <li>Use appropriate terms, matching dates to people and events.</li> <li>Record and communicate knowledge in different forms- work independently and in groups.</li> </ul>

Taught topics		
Ancient Egypt	Pompeii	Changes in the monarchy
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Study their religious beliefs.</li> <li>• Art and how it has influenced other cultures</li> <li>• The empire and the army.</li> <li>• The geography and the significance of the river Nile.</li> <li>• Mummification and their beliefs about after life.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Study the history of Pompeii.</li> <li>• Research what happened when Mount Vesuvius erupted, and explain the consequence of these events.</li> <li>• Identify changes in Pompeii and why it stayed preserved for many years.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Consider how the role of the British monarchy has changed.</li> <li>• Plot the monarchs from 1066 to present day and teach specific ones in order exploring significant achievements of their legacy. <ul style="list-style-type: none"> <li>○ 1066- William the Conquer- Came to power following Battle of Hastings.</li> <li>○ Henry Tudor VII- Came to power following War of the Roses.</li> <li>○ Henry VIII- religious impact and devolution of the monasteries.</li> <li>○ Elizabeth I- came to power after her younger brother and older sister.</li> <li>○ Queen Victoria- industrial revolution and British Empire.</li> <li>○ Elizabeth II- modern day.</li> </ul> </li> <li>• The first Prime Minister (Thomas Cromwell) and the power structure in the UK.</li> </ul>

Curriculum links



### Teaching ideas

- Links with rivers topic and the River Nile.

- 

- 

### Vocabulary

Pupils should learn the following vocabulary-

# LANGUAGES- FRENCH

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”



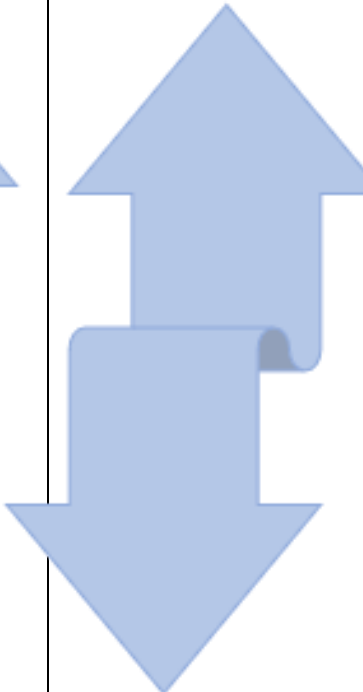
--Flora Lewis

Skills and knowledge in languages	
Listening	Speaking
<ul style="list-style-type: none"> <li>• Show overall understanding of extended spoken text which includes some familiar language e.g. summarising key points in English.</li> <li>• Identify different ways to spell key sounds and select correct spelling for a familiar word.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in conversation and express simple opinions with reasons.</li> <li>• Adapt known complex sentences to reflect a variation of meaning</li> <li>• Begin to use intonation to differentiate between sentence types</li> <li>• Create a short piece for presentation to an audience</li> </ul>
Reading	Writing
<ul style="list-style-type: none"> <li>• Read aloud and understand a short text with mostly familiar language, mostly accurate pronunciation</li> <li>• Learn a song or poem using written text for support</li> <li>• Use dictionaries to extend vocabulary on given topics and develop ability to use strategies to work out meanings of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Write phrase and simple sentences from memory</li> <li>• Write short text such as e-mail with support from word/phrase bank</li> <li>• Use wide range of adjectives to describe people and things</li> <li>• Use different verbs to describe actions</li> </ul>
Grammar	
<ul style="list-style-type: none"> <li>• Know how to conjugate some high frequency verbs e.g. aller, etre, avoir</li> <li>• Understand how to change an adjective to agree with noun (m/f/n/plural)</li> <li>• Adapt sentences to form negative sentences and begin to form questions</li> </ul>	

**Taught topics**

On holiday	Eating out	Hobbies	School trip	Seasons	The environment
Pupils should be taught: <ul style="list-style-type: none"> <li>Describe holiday destinations.</li> <li>Name zoo, beach and theme park destinations.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>Name place to eat/buy food.</li> <li>Use French language to order food and a drink.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>Name hobbies.</li> <li>Describe music and say whether they like or dislike it.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>Describe what they see on the bus/through the window.</li> <li>Describe different destination.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>Name the four seasons of the year.</li> <li>Re-cap dates and months.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>Name different parts of the environment.</li> </ul>

**Curriculum links**

		
--	---	--



### Teaching ideas

<ul style="list-style-type: none"><li>• Lesson 1- Where are you going?</li><li>• Lesson 3- At the zoo.</li><li>• Lesson 4- At the beach.</li><li>• Lesson 5- At the theme park.</li></ul>	<ul style="list-style-type: none"><li>• Lesson 2- At the ice cream shop.</li><li>• Lesson 3- At the market.</li><li>• Lesson 4- At the restaurant.</li><li>• Lesson 5- I'll have...</li></ul>	<ul style="list-style-type: none"><li>• Recap Core unit</li><li>• Lesson 2 Lesson 5- I like.</li><li>• Lesson 1- My hobbies.</li><li>• Lesson 3 Music.</li></ul>	<ul style="list-style-type: none"><li>• Lesson 2- On the way.</li><li>• Lesson 3- Through the window.</li><li>• Lesson 4- At the museum</li><li>• Lesson 5- In the countryside.</li></ul>	<ul style="list-style-type: none"><li>• Lesson 1- The seasons.</li><li>• Lesson 2- spring and summer</li><li>• Lesson 3- autumn and winter.</li><li>• Lesson 4- The date.</li></ul>	<ul style="list-style-type: none"><li>• Lesson 1- The weather</li><li>• Lesson 2- The pond</li><li>• Lesson 3- The garden.</li></ul>
---	---	--	---	---	--

### Vocabulary




Pupils should learn the following vocabulary-

# MUSIC

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

--Plato

Skills and knowledge in music			
Performing	Composing	Appraising	Listening and applying knowledge and understanding
<ul style="list-style-type: none"> <li>• Perform in a group and alone using voices and instruments creatively incorporating expression and control.</li> <li>• Sing in two parts including two part harmonies.</li> <li>• Play simple chords in a sequence.</li> <li>• Collaborate with peers.</li> <li>• Control breathing, posture and sound projection when singing.</li> <li>• Perform a cyclic pattern e.g. samba.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use simple formal notation including beats in a bar.</li> <li>• Experiment with different sounds and instruments.</li> <li>• Create music that describes two contrasting moods.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and appraise using appropriate musical vocabulary.</li> <li>• Identify characteristics of a piece and repeat using voice or instrument.</li> <li>• To respond respectfully to music.</li> <li>• To provide constructive feedback to others</li> </ul>	<ul style="list-style-type: none"> <li>• Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure).</li> <li>• Read/ work out the musical stave (notes as Year 4).</li> <li>• Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</li> <li>• Describe different purposes of music in history/ other cultures.</li> </ul>

Taught topics		
Listening and performing	BBC Ten Pieces- music study	Creating
Pupils should be taught: <ul style="list-style-type: none"> <li>• Use basic notation to write a piece of music.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• create their own piece of music using instruments and voice</li> <li>• to perform as an ensemble</li> <li>• use musical language.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Explore what the different symbols do.</li> <li>• Explore which symbols sound best together.</li> </ul>
Curriculum links		
		

## Teaching ideas

- Listen to some examples of Ancient Egyptian music-



- Create a ceremonial rhythmic piece to honour the Egyptian Gods.
- Write piece using basic notation



## Vocabulary

Pupils should learn the following vocabulary-

# PHYSICAL EDUCATION

Sports do not build character. They reveal it.  
--John Wooden

Skills and knowledge in physical education			
Dance	Swimming	Gymnastics	Net and wall games
<ul style="list-style-type: none"> <li>• Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> <li>• Organise their own warm up and cool down activities to suit the dance.</li> <li>• Show an understanding of why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop basic pool safety skills and confidence in water.</li> <li>• To develop travel in vertical or horizontal position and introduce floats.</li> <li>• To develop push and glides, any kick action on front and back with or without support aids.</li> <li>• To develop entry and exit, travel further, float and submerge.</li> <li>• To develop balance, link activities and travel further on whole stroke.</li> <li>• To show breath control. Introduction to deeper water.</li> </ul>	<ul style="list-style-type: none"> <li>• Control actions and combine them fluently.</li> <li>• Be aware of extension, body tension and control.</li> <li>• Move from floor to apparatus, change levels and move safely.</li> <li>• Combine movements with other in a group (matching and mirroring).</li> <li>• Watch a performance and evaluate its success.</li> <li>• Identify what was performed well and what needs improving.</li> <li>• Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and swing racket and where to stand on the court when hitting, catching and receiving.</li> <li>• Hit the ball on both sides of the body and above head.</li> <li>• Use different types of shots during a game. Improve accuracy.</li> <li>• Know what they need to get better at and what to practice.</li> <li>• Know how to change court to make easier.</li> <li>• Understand practices to help with precision and consistency and speed about the court.</li> </ul>

Invasion games	Field games	Athletics
<ul style="list-style-type: none"> <li>• Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent.</li> <li>• Change pitch size to make games better.</li> <li>• Watch and evaluate the success of the games they play in.</li> <li>• Identify parts of the game that are going well and parts that need improving.</li> <li>• Explain how confident they feel in different positions.</li> <li>• Suggest what they need to practice to enjoy game more.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the range and consistency of their skills, especially in specific striking and fielding games.</li> <li>• Know how to warm up.</li> <li>• Understand what to include in a warm up in order to improve performance.</li> <li>• Understand why exercise is good for their fitness, health and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose their favourite ways of running, jumping and throwing. Choose the best equipment for different activities.</li> <li>• Know how to plan a run so they pace themselves evenly or unevenly.</li> <li>• Plan to cover distances as a team to get the best results possible.</li> </ul>

Taught topics		
Autumn	Spring	Summer
<p>Pupils should be taught:</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Improvise their dance moves either individually or with a partner</li> <li>• Repeat and copy dance movements from a specific dance</li> <li>• Work in a group to create a routine</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Perform a range of jumps, shapes and balances.</li> <li>• Use equipment in a sequence</li> <li>• Perform a sequence to music</li> </ul>	<p>Pupils should be taught:</p> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Use different techniques to strike a ball.</li> <li>• Identify when is best to use different shots</li> <li>• Develop a backhand shot</li> <li>• Play a game using an overhead serve</li> <li>• Demonstrate an awareness of space.</li> <li>• Take part in games with a strong</li> </ul> <p><b>Tag rugby</b></p> <ul style="list-style-type: none"> <li>• Show different ways of throwing and catching.</li> <li>• Pass a ball with accuracy and speed.</li> <li>• Keep and win back possession.</li> <li>• Choose when is the best time to attack and defend.</li> </ul>	<p>Pupils should be taught:</p> <p><b>Cricket/rounders</b></p> <ul style="list-style-type: none"> <li>• Use different shots when striking a ball.</li> <li>• Demonstrate different ways of throwing and catching a ball.</li> <li>• Use fielding skills to stop the opposition scoring runs.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Accelerate from a starting position.</li> <li>• Demonstrate stamina when running a longer distance.</li> <li>• Perform an effective standing long jump.</li> <li>• Throw a variety of objects using different throwing techniques.</li> </ul>

<b>Curriculum links</b>		
		
<b>Teaching ideas</b>		
<b>Vocabulary</b>		
Pupils should learn the following vocabulary-		

 **Teaching ideas** | | |

--	--	--

--	--	--

--	--	--

 **Vocabulary** | | |

Pupils should learn the following vocabulary-



# PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.

--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<ul style="list-style-type: none"> <li>• Show responsibility in managing daily tasks and learning, individually and in a team.</li> <li>• Review their progress against objectives and when making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk and write about their own opinions and begin to explain their views on some issues (e.g. issues affecting their own life/environment such as school uniform), seeing and respecting others' viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices to maintain their health and well-being, and explain reasons for these choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect and tolerance towards people different from themselves.</li> <li>• Recognise that images and media portrayal are not always an accurate reflection of reality and can impact on people's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this, including the media.</li> </ul>

Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<ul style="list-style-type: none"> <li>• Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion.</li> <li>• Talk about how to resolve conflict, using the strategies of compromise and negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the words 'culture', 'stereotype' and 'racism' and give examples of all.</li> <li>• Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically enquire about citizenship issues and give an opinion on them.</li> <li>• Explain how rules and laws protect them and others in a variety of situations and how they can play a part in developing or changing rules.</li> <li>• Explain what the word 'democracy' means, showing an awareness that there are local and national groups to support it.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as Fair Trade.</li> <li>• Explain how the allocation and use of resources can affect individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different types of care and love extending their vocabulary and understanding of different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals.</li> </ul>

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> <li>• Shared Responsibilities</li> <li>• Communities</li> <li>• Media literacy &amp; digital resilience</li> <li>• Economic wellbeing: Money</li> <li>• Economic wellbeing: Aspirations, work &amp; career</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Families and close positive relationships</li> <li>• Friendships</li> <li>• Managing hurtful behaviour and bullying</li> <li>• Safe relationships</li> <li>• Respecting self and others</li> <li>• Respecting self and others</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Healthy Lifestyles (physical wellbeing)</li> <li>• Mental Health</li> <li>• Ourselves, growing and changing</li> <li>• Keeping Safe</li> <li>• Drugs, alcohol and tobacco</li> </ul>
Vocabulary		
Pupils should be taught the following vocabulary-		

# RELIGIOUS EDUCATION

“Differences were meant not to divide but to enrich.”




-- J. H. Oldham

Skills and knowledge in religious education		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<ul style="list-style-type: none"><li>• Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation.</li><li>• Describe what Ahimsa, Grace and Ummah mean to religious people.</li></ul>	<ul style="list-style-type: none"><li>• Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live.</li><li>• Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</li></ul>	<ul style="list-style-type: none"><li>• Discuss their own ideas about the importance of values to live by, comparing them to religious ideas</li></ul>

**Taught topics**

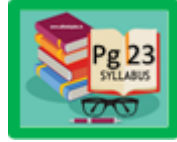
Sikhism: the Gurdwara	Is Christmas too commercial?	Who was responsible for Jesus' death?	Food and drink: what are religious rules for?	What is Worship? What is it for?	Sikhism: the Gurdwara
Pupils should be taught: <ul style="list-style-type: none"> <li>• The concept of sacred places.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• The concept of incarnation</li> <li>• The concept of the salvation narrative and Christian social ethics.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• The concept of salvation.</li> <li>• The concepts of the gospels.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• The concept of Ummah.</li> <li>• The concept of submission.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• The concept of belonging.</li> <li>• The concept of sacred places.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• The concept of sacred places.</li> </ul>

**Curriculum links**

		
---	---	---

---

## Teaching ideas



## Vocabulary

Pupils should learn the following vocabulary-