

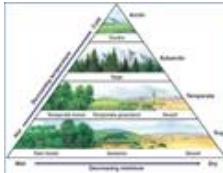


YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p><u>Write stuff – writing units</u></p> <p>Zoo by Anthony Browne</p> <p>Emperor Penguins- NF text</p> <p>Writing Genres: Narrative Non-chronological Report</p> <p>Grammar</p> <ul style="list-style-type: none">• Adverbial phrase• Noticing sentence• Verbs• Dialogue• Complex sentence• Relative clause• Brackets• Repetition for effect• Similie• Alliteration• Adjective• Modal verbs• Passive voice• Onomatopoeia• Metaphor• Action• Time adverbial• Checking hearing• Brackets• Adverbials• Feelings thoughts <p>Spelling Rules</p> <ul style="list-style-type: none">• Plural s, es• Split digraphs• Ch tch• Ee spelt y• Oy oy <p>Year 5/6 Statutory Spellings</p> <p>Children will have a weekly focus on the Year</p>	<p><u>Write stuff- writing units</u></p> <p>Rose Blanche by Ian McEwan and Roberto Innocenti -</p> <p>The Explorer by Katherine Rundell</p> <p>Writing Genres: Recount- diary entry Narrative</p> <p>Grammar</p> <ul style="list-style-type: none">• Simile• Complex sentence• Colon• Metaphor• Imagining• Personification• Feeling• Repetition• Noticing sentence• Touch• Dialogue• Checking• Action• Mimic structure• Smell• Adverbial phrase• Alliteration• Onomatopoeia• Time adverbial• Show not tell <p>Spelling Rules</p> <ul style="list-style-type: none">• Ed• Er- est• Ing• J• Li• Contractions• Suffix ate ise ify <p>Year 5/6 Statutory Spellings</p>	<p><u>Write stuff- writing units</u></p> <p>The Fantastic Flying Books of Mr Morris Lessmore by William Joyce and Joe Bluhm</p> <p>Kick by Mitch Johnson</p> <p>Writing Genres: Narrative Persuasive Letter- Debate</p> <p>Grammar</p> <ul style="list-style-type: none">• Adverbial opener• Action verbs• Dash• Personification• Simile• Synonyms & verb• Onomatopoeia & precise verb• Brackets• Adverb/adverbial phrase• Short sentences (for impact)• Inner thought• Repetition• Feelings & personification• Colon• Conjunction & repetition• Parenthesis• Dialogue (modal verb)• Repetition• Relative clause (who)• Relative clause (which)• Personification <p>Spelling Rules</p> <ul style="list-style-type: none">• Suffix after Y• Less ment ful ness	<p><u>Write stuff- writing units</u></p> <p>The Highwayman by Alfred Noyes</p> <p>One Small Step by Taiko Studios</p> <p>Writing Genres: Poetry Narrative</p> <p>Grammar</p> <ul style="list-style-type: none">• Modal verb/question• Suffix power of 3• Complex sentence, colon with a list• Alliterative dialogue• Actions sentence with a conjunction• Positive adjectives• Inner thoughts/ Foreshadowing• Time adverbial• Contrast sentences• Short sentence for impact• Relative clause• Repetition for effect• Modal verbs• Simile• Pathetic fallacy• Repetition for effect• Metaphor• Action- complex sentence• Show not tell including 'ly' adverb• Positive adjectives• Adjectives in a list• Alliterative actions	<p><u>Write stuff- writing units</u></p> <p>Refugees- An Issue for Society</p> <p>Most dangerous animals in the world.</p> <p>Cosmic by Fred Cotterall Boyce – narrative</p> <p>Writing Genres: Narrative Formal Speech</p> <p>Grammar</p> <ul style="list-style-type: none">• Powerful adjectives• Question• Interesting dialogue• Short sentences for effect• Action & sound / bracket• Noticing sentence• Smelling sentence• Commas in a list Complex sentence• Relative clause sentence• Action Feeling• Pathetic fallacy• Modal verbs Adverbs (degrees of possibility) <p>Spelling Rules</p> <ul style="list-style-type: none">• Able ible ably ibly• Cious tiou• Ant ent ancy ency• Vowel suffix 2• Ei ie <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p>	<p><u>Write stuff- writing units</u></p> <p>The Nowhere Emporium by Ross MacKenzie</p> <p>Screen Use</p>  <p>Writing Genres: Narrative Balanced Argument</p> <p>Grammar</p> <ul style="list-style-type: none">• Noticing sentences• Modal verbs• Alliteration & dialogue• Time adverbial• Simile Action (power of three)• Semi-colons (in a list)• Relative clause• Precise verb & complex sentence• Parenthesis• Repetition for effect• Prefix ('dis')• Synonyms• Adjectives• Verbs• Preposition• Rhetorical questions• Dialogue• Personification• Symbolism• Juxtaposition• Metaphor• Simile• Ellipsis

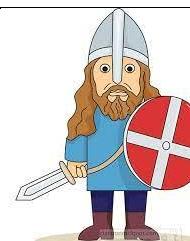
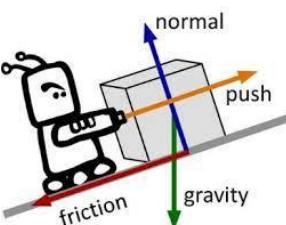
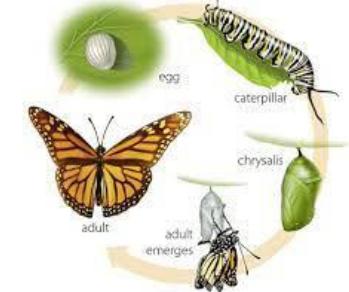


<p>5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading Who let the Gods out? By Maz Evans</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)</p>	<p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading The Explorer by Katherine Rundell</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)</p>	<ul style="list-style-type: none">• Ly• Tion• Prefix <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p>	<ul style="list-style-type: none">• Short sentences plus a question• Dialogue• Precise verbs• Onomatopoeia• Personification• Short sentences for impact• Conjunctions• Precise verb and adverb <p>Spelling Rules</p> <ul style="list-style-type: none">• Sure ture• Ous ious• Vowel suffix• Cian ssion• Cial tial <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p>	<p>Reading Holes by Louis Sachar</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)</p>	<ul style="list-style-type: none">• Adjective• Time adverbials• Contrasting conjunction (subordinate clause)• Quote Adverb• Contrasting conjunction• Data & brackets• Complex sentence• Dash & commas in a list• Complex sentence (non-finite verb)• Alliteration• Concluding statement <p>Spelling Rules</p> <ul style="list-style-type: none">• Hyphens• Silent letters <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading Holes by Louis Sachar</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment;</p>
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							compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)
MATHS	<u>Unit 1: Reasoning with large whole numbers</u> <ul style="list-style-type: none">• Read, write, order and compare numbers up to one million• Round numbers within one million to the nearest multiple of powers of ten• Read Roman numerals up to M <u>Unit 2: Problem solving with integer addition and subtraction.</u> <ul style="list-style-type: none">• Use rounding to estimate• Use a range of mental calculation strategies to add and subtract integers• Illustrate and explain the written method of column addition and subtraction• Select efficient calculation strategies <u>Unit 3: Line graphs and timetables</u> <p>Complete, read and interpret data presented in line graphs</p> <ul style="list-style-type: none">• Read and interpret timetables including calculating intervals	<u>Unit 4: Multiplication and division</u> <ul style="list-style-type: none">• Identify multiples and factors• Investigate prime numbers• Multiply and divide by 10, 100 and 1000 (integers)• Derived facts• Illustrate and explain formal multiplication and division strategies such as short and long• Use a range of mental calculation strategies <u>Unit 5: Perimeter and area</u> <p>Investigate area and perimeter of rectilinear shapes</p> <ul style="list-style-type: none">• Estimate area of nonrectilinear	<u>Unit 6: Fractions and decimals</u> <ul style="list-style-type: none">• Read, write, order and compare decimals• Round decimals to the nearest whole number• Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)• Calculate fractions of amounts <u>Unit 7: Angles</u> <p>Classify, compare and order angles</p> <ul style="list-style-type: none">• Measure and draw angles with a protractor• Understand and use angle facts to calculate missing angles	<u>Unit 8: Fractions and percentages</u> <ul style="list-style-type: none">• Add, subtract fractions with denominators that are multiples of the same number• Multiply fractions (and mixed numbers) by a whole number• Explore percentage, decimal, fractions equivalence <u>Unit 9: Transformations</u> <p>Coordinates in all four quadrants</p> <ul style="list-style-type: none">• Translation and reflection• Calculate intervals across zero as a context for negative numbers	<u>Unit 10: Converting units of measure</u> <ul style="list-style-type: none">• Convert between metric units of length, mass and capacity and units of time• Know and use approximate conversion bet <u>Unit 11: Calculating with whole numbers and decimals</u> <p>Mental strategies to add and subtract involving decimals</p> <ul style="list-style-type: none">• Formal written strategies to add, subtract and multiply involving decimals• Multiply and divide by 10, 100 and 1000 involving decimals• Derive multiplication facts involving decimals	<u>Unit 12: 2-D and 3-D shape</u> <ul style="list-style-type: none">• Classify 2-D shapes and reason about regular and irregular polygons• Properties of diagonals of quadrilaterals• Classify 3-D shapes• 2-D representations of 3-D shapes. <u>Unit 13: Volume</u> <ul style="list-style-type: none">• Use cube numbers and notation• Estimate volume• Convert units of volume <u>Unit 14: Problem solving</u> <ul style="list-style-type: none">• Negative numbers and calculating intervals across zero• Calculating the mean• Interpret remainders• Investigate numbers: consecutive, palindromic, multiples	
HISTORY AND GEOGRAPHY	<u>History Focus</u> <u>Anglo-Saxons and Scots</u> <u>What are the Anglo-Saxons remembered for?</u> 	<u>History Focus</u> <u>Vikings</u> <u>How much did Britain change from 793AD to 1066?</u>	<u>Geography Focus</u> <u>Asia Volcanoes and Earthquakes</u> 		<u>History Focus</u> <u>Bagdad and the Middle East</u> <u>What was the Golden Age of Islam and how did it help us today?</u>		<u>Geography focus</u> <u>Biomes and Vegetation</u> 

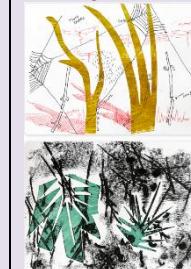


	<p>Pupils begin the unit by learning who the Anglo-Saxons and the Scots were before moving onto why and how they invaded Britain pre and post 410AD. Through this unit pupils will learn:</p> <p>Who invaded Britain once the Romans had left?</p> <p>How Anglo-Saxon Britain was ruled?</p> <p>What daily life was like for the Anglo-Saxons?</p> <p>What the Anglo-Saxons believe?</p> <p>Who Alfred the Great was?</p> <p>How we know about the Anglo-Saxons?</p>	 <p>This unit is designed to expand pupil's chronological knowledge of British History focusing on the Viking.</p> <p>Through this unit pupils will learn:</p> <ul style="list-style-type: none">Who were the Vikings?What were the Viking raids?What was the Danelaw?What was life like in Viking Britain?How did England become a unified country?How was Britain conquered between 950AD - 1066?	<p>Pupils will acquire the following knowledge throughout this unit of work:</p> <ul style="list-style-type: none">The names of the key physical features of Asia.The names of some of the key human features of Asia.The names of some of the most significant borders in Asia.How to explain what tectonic plates are?How to explain how mountains are formed.How to explain how volcanoes formed.How to explain what happens when a volcano erupts.How to explain what an earthquake is.How to explain what happens when an earthquake strikes.How to explain what the secondary consequences of a volcanic eruption or an earthquake are.	 <p>This unit has been designed to highlight the significant achievements made in Baghdad and the Middle East between the 7th and 11th century.</p> <p>Through this unit pupils will learn:</p> <ul style="list-style-type: none">How Baghdad was built?What the Golden Age of Islam was?How Baghdad became a centre of learning?Who made great advancements in science, mathematics and medicine?How Baghdad compares to London 1000AD?How the Islamic Empire came to an end?	<p>This unit is designed to explore the</p> <p>Does everywhere in the world have the same climate?</p> <p>What are the different biomes of the world?</p> <p>How have the flora and fauna of different biomes adapted to life there?</p> <p>What challenges do humans face living in each biome?</p> <p>Case study: What impact have humans had on the deciduous forests of the United Kingdom?</p> <p>Through this unit pupils will learn:</p>
SCIENCE	<p>Physics</p> <p><u>Earth and Space</u></p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none">what a sun is, what a solar system is, what a galaxy is	<p>Physics</p>  <p><u>Forces</u></p> <p>Pupils will acquire the following scientific</p>	<p>Chemistry</p> <p><u>Properties and changes of materials</u></p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none">materials can be grouped based on their properties including hardness, solubility, transparency and conductivitywhat we mean by 'dissolving' and whether certain substances dissolve in water to form a solution	<p>Biology</p> <p><u>Life Cycles</u></p> 	<p>Getting Older</p> <p>In this unit pupils learn about aging.</p> <p>How do we order the stages of human life?</p> <p>How do babies develop?</p> <p>What are the similarities and differences</p>



	<p>and how our own solar system fits in to the wider universe</p> <ul style="list-style-type: none">• which planets make up our own solar system• Knowledge of the inner and outer planets of the solar system including order, size, what the planet consists of, atmosphere, temperature, rotation and orbit• what the relationship is between the Earth and the sun in relation to seasons• How daylight hours change across the year in different places across the world• The flat and spherical Earth theories• the views of various astronomers over time: Aristotle, Ptolemy,• Alhazen, Tusi, Copernicus and Galileo• what a moon is and what the phases of our own moon are• The heliocentric and geocentric theories of the solar system	<p>knowledge throughout this unit of work:</p> <ul style="list-style-type: none">• the names of a range of different forces – gravity, friction, water resistance, air resistance, upthrust and magnetism• which forces are pushes and which are pulls• the difference between contact and non-contact forces• the difference between balanced and unbalanced forces• who Isaac Newton was and the role he played in helping us to understand forces• what 'matter' is, the difference between mass and weight and how we measure both• How friction works in the world around us• how air resistance works in the world around us• who Galileo Galilei was and the role he played in helping us to understand air resistance• how upthrust (or buoyancy) and water resistance act in water• what 'density' is and the relationship between density and• whether an object is able to float• what levers, pulleys and gears are and what they can do to the strength and size of a force	<ul style="list-style-type: none">• whether the rate at which a substance dissolves can be altered by heat or stirring• mixtures can be sometimes be separated by sieving, filtering and/or evaporation• the difference between a reversible and an irreversible change• examples of reversible and irreversible changes• the impact of heating and cooling on a range of different materials• what happens when something burns• how new materials are usually formed after an irreversible change• The chemists and scientists who have created new materials that we use in our everyday lives	<p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none">• the difference between sexual and asexual reproduction• the process of pollination and the role it plays in the lifecycle of a flowering plant• how plants reproduce both sexually and asexually• Pupils will animals produce offspring• how lifecycles differ between animals• how and why gestation periods differ between animals• what a naturalist is and why both Jane Goodall and David Attenborough are considered significant• humans grow and change throughout the human lifecycle• how to place the stages of the human lifecycle on a timeline• the stages of development in babies and children• an introduction to what puberty is• how humans change from adulthood to old age• the changes experienced in old age	<p>between the aging humans and other animals?</p> <p><i>What are the physical changes in puberty?</i></p> <p><i>What are the other features of puberty?</i></p> <p><i>How do adults age?</i></p>
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ART AND D&T	<p>Art Focus typography and Maps</p> <p><u>Disciplines:</u> Design: Typography, Drawing, Collage, Sketchbooks</p> <p><u>Key Concepts:</u> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</p> <p>Children are: introduced to typography design and they explore how they can create their own fonts and designs. Exploring how we can use visual letters and other elements to help convey ideas and emotions. introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Creating their own visual and often three dimensional maps.</p>  	<p>D.T Focus</p> <p>Food: Culture and seasonality</p> <ul style="list-style-type: none">Explore a range of innovative ideas through research and discussion to develop a design briefWrite a step-by-step recipe, including a list of ingredients, utensils and equipment (savoury)Understand and apply seasonality and the source of different food products. <p>Make</p> <ul style="list-style-type: none">Use appropriate utensils and equipment accurately, make, decorate and present foodApplications of cooking processes <p>Evaluate</p> <ul style="list-style-type: none">Evaluate food outcome based on ideas planned.Consider view of others and improve ideas.Consider the affordability.	<p>Art</p> <p><u>Disciplines:</u> Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks</p> <p><u>Key Concepts:</u> That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. That we can combine monotype with other disciplines such as painting and collage. That we can make art by expressing our own personal response to literature or film.</p> <p>Children are exploring the process of making monotypes. They are introduced to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations. They are developing their mark making skills through a simple warm up exercise, before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a "zine", inspired by a piece of poetry.</p> <p>Using sketchbooks to collect ideas, test methods, and explore colour, line and mark making.</p> 	<p>D.T Focus</p> <p>Mechanical Systems: Pulleys and Gears</p> <p>Design</p> <ul style="list-style-type: none">Generate realistic ideas and use annotated sketches and prototypes to develop a model.Design purposeful and functional productsExplore existing products with pulleys and gears <p>Make</p> <ul style="list-style-type: none">Select and use tools with accuracy.Apply technical knowledge to create a mechanical system <p>Evaluate</p> <p>Test and evaluate products.</p>	<p>Art</p> <p>Mixed Media Land and Cityscapes</p> <p><u>Disciplines:</u> Painting, Drawing, Sketchbooks</p> <p><u>Key Concepts:</u> That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes. That artists often work outside (plein air) so that all their senses can be used to inform the work. That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong". We can share our artistic discoveries with and be inspired by each other. We can use sketchbooks to focus this exploration, and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough.</p> <p>Children are: introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and cityscapes where they live.</p> <p>Understanding the creative freedom used to explore ways of working which involve different materials and media.</p> <p>extending and adapting existing sketchbooks so that they can make drawings/paintings at different scales and ratios.</p> <p>enabled to take creative risks, explore and experiment, without the pressure of having to "produce" an end result.</p> <p>given the freedom to use mixed media in ways which suit them and their subject matter.</p>   
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RE	Introduction to Hinduism Hinduism: Beliefs <ul style="list-style-type: none">- Learning about Hindu beliefs in God – polytheistic and monotheistic, looking at different images of gods and goddesses- Learning about Hindu beliefs in life, death, and rebirth Hinduism: Practices Looking at Hindu temples, weddings and the festivals of Holi and Diwali	Ethics, Christianity, and War How do people make ethical decisions? <ul style="list-style-type: none">- Looking at how religious and non-religious people make moral decisions and conscience - Learning about the approaches to ethics of Aquinas, Augustine, hedonists, and humanists How do Christians respond to war? <ul style="list-style-type: none">- Learning about religious approaches to violence including Just War theory- Looking at case studies of war including the Falklands and World War 2 Learning about military chaplains, Quakers, and conscientious objectors	Islam and Social Action How do Muslims help those in need? <ul style="list-style-type: none">- Learning about the Islamic practices of almsgiving and Zakat- Looking at religious and non-religious charities and how they use donations to help others How do Muslims respond to climate change? <ul style="list-style-type: none">- Learning about stewardship and the Qur'an's approach to Creation Looking at the Hajj and Cambridge Central Mosque and how those are responding to climate change			
MUSIC	Musical Spotlight: Melody and Harmony in Music A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies, and the instruments used within the music in this unit to create the harmonies. Can you hear the difference? Social Question: How Does Music Bring Us Together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E _b , E, F, F _# , G, A, A _b , B _b , B	Musical Spotlight: Sing and Play in Different Styles Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit. Social Question: How Does Music Connect Us with Our Past? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E _b , E, F, F _# , G, A _b , A, B _b , B	Musical Spotlight: Composing and Chords If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment, and the composition extension activities will help you to learn about chords. Social Question: How Does Music Improve Our World? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E _b , E, F, F _# , G, A _b , A, B _b , B	Musical Spotlight: Enjoying Musical Styles There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music. Social Question: How Does Music Teach Us About Our Community? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, E _b , F _# , F, G, A _b , A, B _b , B	Musical Spotlight: Freedom to Improvise Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion). Social Question: How Does Music Shape Our Way of Life? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E _b , E, F, F _# , G, A, B _b , B	Musical Spotlight: Battle of the Bands! Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy! Social Question: How Does Music Connect Us with the Environment? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E _b , E, F, F _# , G, G _# , A _b , A, B _b



FRENCH	At the café - Au café 	<u>Intermediate language – Do you have a pet?</u> 	<u>Intermediate language – What is the date?</u> 	Les vêtements (Clothes) Learn 10 nouns and articles for items of clothes Learn and additional 11 nouns and articles for items of clothes Introduce the verb structure, 'I wear ...' Describe clothes in terms of colour Introduce the possessive adjective, 'my' Revision and assessment Quelle est la date aujourd'hui ? Aujourd'hui c'est.... Lundi Mardi Mercredi Jeudi Vendredi Samedi dimanche	<u>Intermediate language – The weather</u>  (Geography – Tsunamis) Quel temps fait-il ? Il pleut Il neige Il y a un orage Il y a du soleil Il y a du vent Il fait beau Il fait mauvais	<u>creative language – The planets</u>  Les planètes La lune Le soleil La terre Mars Mercure Neptune Pluton Saturne Uranus Venus Jupiter
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COMPUTING	Digital Literacy E-safety Revisited throughout the academic year. The children will learn... <ul style="list-style-type: none">• To discuss and evaluate the various uses of technology• To choose a secure password and screen name and protect their personal information• To explain why they need to protect themselves and their friends online and the best ways to do this, including reporting concerns to an adult• To know that anything they post online can be seen, used and may affect others• To protect their device from harm on the internet• To be positive and respectful online	Information Technology Microsoft PowerPoint The children will learn... <ul style="list-style-type: none">• To use a search engine to find appropriate information and check its reliability• To use a keyboard confidently and make use of a spellchecker to write and review my work• To use text, photo, sound and video editing tools to refine my work• To select, use and combine the appropriate technology tools to create effects that will have an impact on others• To select an appropriate online or offline tool to create and share ideas	Information Technology Excel The children will learn... <ul style="list-style-type: none">• To choose an appropriate tool to collect data• To present data in an appropriate way• To talk about mistakes in data and suggest how it could be checked• To search a data table using conditions to refine my search	Digital Literacy Animations The children will learn... <ul style="list-style-type: none">• To use a digital camera to create digital content• To save and retrieve digital photos• To create a series of linked frames that can be played as a short animation• To change the content of an image by the correct amount between frames• To sequence frames to create a successful animation• To evaluate the effectiveness of my work	Computer Science Coding and algorithms The children will learn... <ul style="list-style-type: none">• To decompose a problem into smaller parts to design an algorithm for a specific outcome• To refine a procedure using repeat commands to improve a program• To use a variable to increase programming possibilities• To change an input to a program to achieve a different output• To use 'if' and 'then' commands to select an action• To use logical reasoning to detect and debug mistakes in a program• To use logical thinking, imagination and creativity to extend a program	
PSHE	Emotional and Mental Health (inc) Bereavement and Loss Children will understand their emotions and how they affect how people behave. They will develop strategies for managing challenging situations including mental health, change, loss and bereavement. <ul style="list-style-type: none">• What are emotions and how can they affect the way we act?	Body Image Children will understand that not all images they see online are accurate and how this can affect individual's self-confidence. <ul style="list-style-type: none">• What can my body do for me?• What does the 'perfect body' look like?• Are all images we see real?• Does it matter if images that have been significantly altered are used in adverts, online, or otherwise published?	Puberty Children will have an understanding of what will happen to themselves and others during puberty. This will focus on the physical and emotional changes that occur during puberty. <ul style="list-style-type: none">• What is puberty?• How do our emotions change during puberty?• What are the functions of genitalia?	Changes in Friendships Children will learn how to manage their emotions when dealing with disagreements with friends including disagreements that occur online. Children will be supported by Tender as part of the RE: SET Healthy Relationships Programme. <ul style="list-style-type: none">• What does friendship look like?• How can we deal with our emotions and behaviour when we fall out with friends?	Fake News Children will have an understanding of reliability of websites and how to assess its validity and how this can impact on their understanding of the world. <ul style="list-style-type: none">• What is fake news?• What is clickbait?• How can we work out which websites are reliable, and which aren't?• How does advertising work?• Can we believe everything we see online?	YSA: Life in Plastic Children will understand the importance of <ul style="list-style-type: none">• Why do we use plastic?• How can we promote 'reduce, recycle., reuse' within our school community?• How does plastic affect our planet?• How can we make positive changes to



	<ul style="list-style-type: none">• What is mindfulness?• What is self-care and how can I use self-care to help keep a healthy mind?• Why is sleep important?• How do you feel when things change?• How do we feel when we lose something?• How do we feel when we lose someone we love?• Why do people have funerals?• How do different cultures celebrate the lives of their loved ones when they die?	<ul style="list-style-type: none">• Do looks really matter?	<ul style="list-style-type: none">• What is the mensural cycle?• What happens do boys during puberty?	<ul style="list-style-type: none">• What can you do if you think someone is being bullied?• How do you know who to trust?• Is an online friend the same as a real friend?		<ul style="list-style-type: none">• reduce the amount of single use plastic we use?• What does 'zero-waste' mean?
P.E	<u>Health and Fitness</u> Pupils will learn to: <ul style="list-style-type: none">• follow complex aerobic steps in time to a beat.• take part in endurance training to improve my fitness.• take part in strength training activities.• explain some important safety principles when preparing for exercise.• explain the difference between endurance training and strength training.	<u>Gymnastics</u> Pupils will learn to: <ul style="list-style-type: none">• develop strength, technique and flexibility throughout performances.• create a sequence of movement with accuracy, coordination and fluency.• analyse and comment on skills and techniques and how these are applied in other performances.• analyse professional routines and use the point scoring system to award and deduct points	<u>Dance – Ballet Darcey Bussell</u> Pupils will learn to: <ul style="list-style-type: none">• perform my key actions with accuracy.• choreograph a routine using various dance techniques.• I can choreograph a routine in the style of ballet.• I can use ballet terminology to describe my peers' performances.• I can understand and implement feedback from others.• I can confidently explain the definition of dynamics and fluidity.	<u>Games -Football</u> Pupils will be taught to: <ul style="list-style-type: none">• dribble the ball with my feet and keep in control of the ball.• keep possession of the ball.• shoot on target.• play a position in a match.• explain the off-side rule.• explain the role of each position in football.• identify successful football players and the skills which have made them successful.	<u>Games -Basketball</u> Pupils will be taught to: <ul style="list-style-type: none">• bounce and dribble the ball using my hands.• throw the ball whilst jumping and aiming for the hoop.• apply tactics in a game.• follow rules and apply sportsmanship when taking part in games.• understand the meaning of healthy competition. vary tactics and adapt skills according to what is happening	<u>Athletics</u> Pupils will be taught to: <ul style="list-style-type: none">• sprint over a short distance as part of a team.• jump accurately at a great height.• jump accurately covering a long distance.• throw a variety of objects forwards, changing my action for accuracy and distance.• describe good athletic performance using correct

