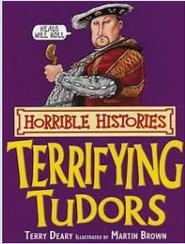
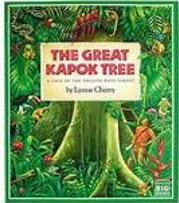
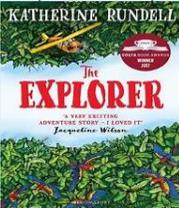
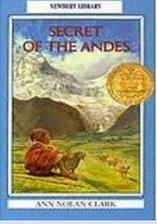
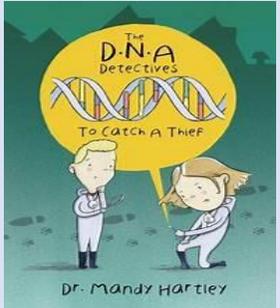
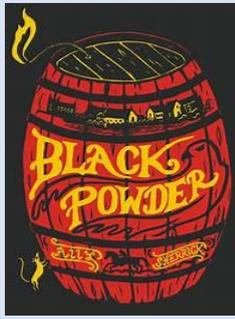


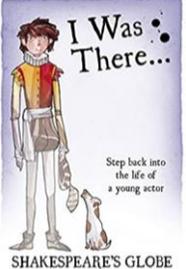
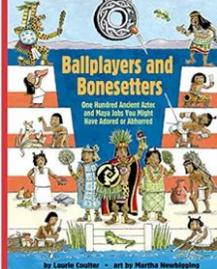
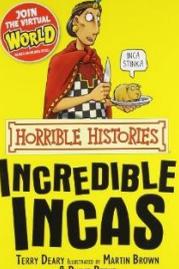
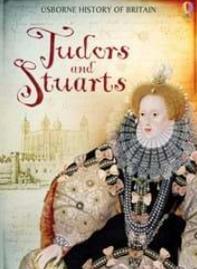
Year 5 Curriculum Plan

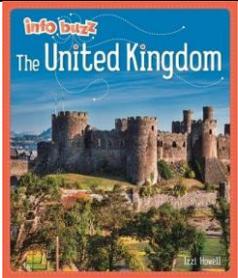
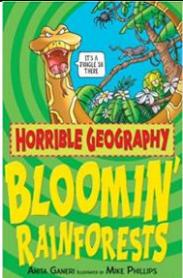
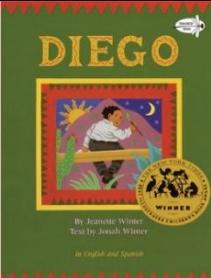
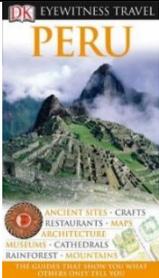
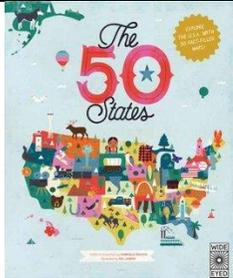
Using Reading as a vehicle to drive our curriculum.

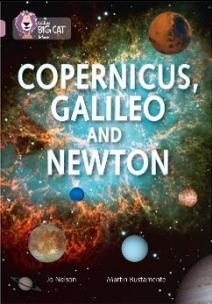
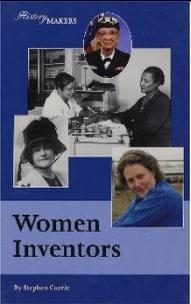
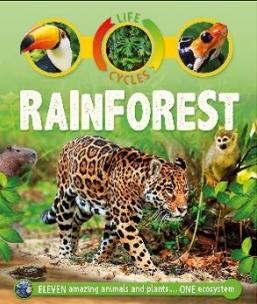
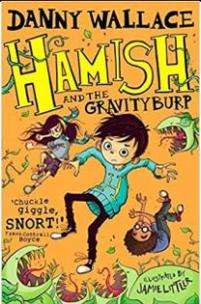
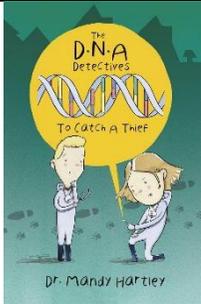
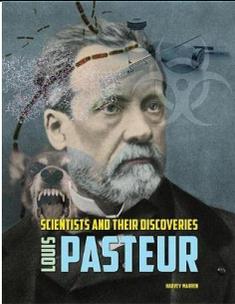
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	History The wars of the Roses and the rise of the Tudors. Henry vii and Henry viii	Geography Rainforests. Life in Brazil, the climate and physical features.	History The rise and fall of the Aztec empire	History The rise and fall of the Inca empire	Science DNA testing. Uniqueness of fingerprints. Eliminating possibilities through science testing.	History Was England right to execute the King? King Charles I
Quality Texts:	 The Terrifying Tudors, Horrible Histories	 The Great Kapok Tree by Lynn Cherry  The Explorer by Katherine Rundell	 The Jewelled Jaguar by Sharon Tregenza	 The Incredible Incas (Horrible Histories)  Secret of the Andes by Ann Nolan Clark	 DNA Detectives by Mandy Hartley	 Black Powder by Ally Sherrick
English (possible writing outcomes):	Biography of Henry VIII. Diary entry in the role of a Tudor Monarch. Newspaper report – The War of the Roses.	Fable Poetry (Kennings) Setting description of the rainforest. Persuasive letter to stop deforestation. Non – chronological report about animals in the rainforest.	Adventure story Newspaper report about the attempted robbery.	Historical Story Explanation text – What caused the fall of the Inca Empire?	Mystery Story Discussion/balanced argument Guilty or not?	Poetry (Classic) Play-script about the gunpowder plot. Non- chronological report. Letter writing.

Writing:	Transcription	Composition	Handwriting	Vocabulary, Grammar and Punctuation	
	<ul style="list-style-type: none"> To be able to use further prefixes and suffixes and understand the guidance for adding them To be able to spell some words with 'silent' letters [for example, knight, psalm, solemn] To be able to continue to distinguish between homophones and other words which are often confused To be able to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 To be able to use dictionaries to check the spelling and meaning of words To be able to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To be able to use a thesaurus. 	<ul style="list-style-type: none"> Plan their writing by: To be able to identify the audience and purpose for a piece of writing To be able to note and develop initial ideas To be able to use language to develop characters and settings Draft and write by: To be able to use appropriate grammar and vocabulary within writing To be able to choose vocabulary and grammar to impact on a reader To be able to describe settings, characters and atmosphere To be able to integrate dialogue to convey character and advance the action To be able to build cohesion within and across paragraphs (adverbial phrases, conjunctions, building on concepts and further explanations of ideas, development of points and justifications) To be able use organisation and presentation features to structure texts. [for example, headings, bullet points, underlining] Evaluate and edit by: To be able to assess the effectiveness of their own and others' writing To be able to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning To be able to use the correct tense throughout a piece of writing To be able to use the correct subject and verb agreement when using singular and plural To be able to use the appropriate register To be able to proof-read for spelling and punctuation errors To be able to perform writing, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> To be able to write legibly, fluently and with increasing speed To be able to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters To be able to choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> To be able to recognise vocabulary and structures that are appropriate for formal speech and writing To be able to use the subjunctive form To be able to use passive verbs to affect the presentation of information in a sentence To be able to use the perfect form of verbs to mark relationships of time and cause To be able to use expanded noun phrases to convey complicated information concisely To be able to use modal verbs or adverbs to indicate degrees of possibility To be able to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun To be able to use commas to clarify meaning or avoid ambiguity in writing To be able to use hyphens to avoid ambiguity To be able to use brackets, dashes or commas to indicate parenthesis To be able to use semi-colons, colons or dashes to mark boundaries between independent clauses To be able to use a colon to introduce a list To be able to punctuate bullet points consistently 	
Genres of writing:	Fiction		Non-Fiction		Poetry
	<ul style="list-style-type: none"> Developed narrative with clear sequence organised into paragraphs with topic sentences and links between paragraphs and including action, dialogue and description. 		<ul style="list-style-type: none"> Persuasive writing Explanation Discursive text with the use of modality to position the argument and structured paragraphs Recounts - biographies, autobiographies, diaries and newspapers 		<ul style="list-style-type: none"> Narrative (classic) Kenning

Reading:	Word Recognition	Comprehension			Speaking and Listening	
	<ul style="list-style-type: none"> To be able to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) To be able to read aloud and to understand the meaning of new words they meet To be able to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: To be able to listen to and discuss fiction, non-fiction, poetry and plays To be able to read texts structured in different ways To be able to read texts for different purposes To be able to use dictionaries to clarify the meanings of words To be able to retell stories orally To be able to identify themes and conventions of a text To be able to prepare poems and play scripts to read aloud and to perform, using the correct intonation, tone, volume and action To be able to discuss words and phrases that capture the reader's interest and imagination To be able to identify different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> To be able to clarify words and explain their meanings in context To be able to ask questions to improve their understanding of a text To be able to draw inferences and justify them using evidence from a text (inferring characters' feelings, thoughts and motives from their actions) To be able to predict what might happen from details stated and implied To be able to identify the main ideas drawn from more than one paragraph and summarising these To be able to identify how language, structure, and presentation contribute to meaning To be able to retrieve and record information from non-fiction To be able to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 			<ul style="list-style-type: none"> To be able to listen and respond appropriately to adults and their peers To be able to ask relevant questions to extend their understanding and knowledge To be able to use relevant strategies to build their vocabulary To be able to articulate and justify answers, arguments and opinions To be able to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings To be able to maintain attention and participate actively in conversations To be able to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas To be able to speak audibly and fluently To be able to participate in discussions, presentations, performances, role play, improvisations and debates To be able to gain, maintain and monitor the interest of the listener(s) To be able to consider and evaluate different viewpoints, attending to and building on the contributions of others To be able to select and use appropriate registers (formal and informal) 	
History:	The wars of the Roses and the rise of the Tudors. Henry VII and Henry VIII	Elizabeth I and the Armada.	The rise and fall of the Aztec empire	The rise and fall of the Inca empire	The Stuarts and the rise of puritanism.	Was England right to execute the King?
	<ul style="list-style-type: none"> know that the end of the wars of the Roses led to a group of kings and Queens called the Tudors know that the end of the wars of the Roses led to a group of kings and Queens called the Tudors know what Henry was like when he was young know what Henry VIII looked like know what Katherine of Aragon looked like know the legacy of the divorce for the church know that Elizabeth was the daughter of Anne Boleyn 		<ul style="list-style-type: none"> know that at the same time as the Tudors, Aztecs ruled Mexico. know about the life of Cortez. know how Aztecs used to live. know what Aztecs used to eat 	<ul style="list-style-type: none"> know where the Inca civilization was know where Inca lived and about their homes know about Inca sports and games know about the cause and effect 	<ul style="list-style-type: none"> know about how and why King James of Scotland became also King of England know about the causes and events of the gunpowder plot know about why The Mayflower is an important event in history know about how the Civil War started know about some of the events of the Civil War 	

	<ul style="list-style-type: none"> know that Edward was the oldest surviving son and in line for the throne know that Edward became king know that Mary became Queen when Edward died know why Elizabeth became Queen and know what an Elizabethan town was like know that England had a fabulous navy and the English used to be pirates stealing from the Spanish know that England went to war with Spain when they sent an Armada to conquer England What was the legacy of the Vikings? 	<ul style="list-style-type: none"> know about Aztec clothes and headdresses know about Aztec gods, rituals, beliefs and pyramids What caused the downfall of the Aztecs? 	<ul style="list-style-type: none"> of the Spanish invasion know about Inca art and craft What was the cause and effect of the demise of the Incan empire? 	<ul style="list-style-type: none"> know that King Charles I thought himself as supreme ruler and what that meant know that the houses of parliament met and votes to raise taxes know the causes of the English Civil War know about some of the battles of the Civil War know about the execution of Charles I Was England right to execute the King? 		
History Share d Read Texts:						
Geography: The Americans	<p>Prime meridian. Compare and contrast cities in the UK.</p> <ul style="list-style-type: none"> know how to use basic map skills to read a variety of maps know what the prime meridian is know the geographical picture of the UK know how to use and interpret scale know how different counties are famous for producing famous products 	<p>Rainforests. Life in Brazil, the climate and physical features.</p> <ul style="list-style-type: none"> know how to locate Brazil know about the Brazilian climate know what urbanisation means know how rich and poor people live in Brazil know the characteristics of a rain forest Know what life is like in Brazil 	<p>Mexico. Gulf, peninsula, plain and features of physical geography.</p> <ul style="list-style-type: none"> know how to locate Mexico know some of the problems faced by Mexico City know what a plateau, plain and Sierra Madre is know the feature of the Yucatan know what life is like in Mexico 	<p>Peru. Machu Pichu. What the environment is like, climate and its capital.</p> <ul style="list-style-type: none"> know how to locate Peru know what Machu Pichu is know what the climate is like in Peru know what Lima is like know what it is like to live in Peru 	<p>Contours. Canyons. The USA farming, flood and drought.</p> <ul style="list-style-type: none"> know how to locate the USA know what a canyon is know what contours show know where the settlements are know how floods and droughts affects people 	<p>Location and features of California</p> <ul style="list-style-type: none"> know about New York City know how to use GIS systems know that maps use different scales know some geographical features of California and Yorkshire/Lancashire

	<ul style="list-style-type: none"> know how to compare and contrast cities in the UK 				<ul style="list-style-type: none"> know what crops are farmed in the USA 	<ul style="list-style-type: none"> know the climate of different parts of California know how landscape and climate can have an impact on vegetation in an area know about the deserts of California know about the national parks of California know the geographical features of California
Geography Shared Read Texts:						
Science: <u>Theme:</u> <u>Variab</u> <u>les</u>	<p>The origin of species. Space – why we have a day, a year and tides in the Oceans.</p> <ul style="list-style-type: none"> know the Earth is in an orbit know the Earth rotates on an axis which causes day and night 	<p>Separating solids. Dissolving. Absorbency and hydrophobia.</p> <ul style="list-style-type: none"> know that some materials are natural and some are man-made 	<p>Life cycles of butterflies; humans, mammals. The concept of becoming extinct.</p> <ul style="list-style-type: none"> know what a life cycle is know the life cycle of a butterfly and a frog know the life cycle of a chicken know the life cycle of humans 	<p>The characteristics of gravity, water resistance and friction. Viscosity and air resistance.</p> <ul style="list-style-type: none"> know about the characteristics of the force of gravity 	<p>DNA testing. Uniqueness of fingerprints. Eliminating possibilities through science testing.</p> <ul style="list-style-type: none"> know that fingerprints are unique know what DNA is and 	<p>Life cycle of a humans</p> <ul style="list-style-type: none"> know how humans change from birth know what happens in puberty

	<ul style="list-style-type: none"> • know the Earth orbits the Sun in a year • know how the Moon is important to the Earth 	<ul style="list-style-type: none"> • know that some materials are absorbent • know how foam is used in modern life • know that some materials are hydrophobic • know that some materials are stretchy • know what happens in the process of dissolving in water • know how to separate a solution • know how to identify variables in an experiment 	<ul style="list-style-type: none"> • know the concept of becoming extinct 	<ul style="list-style-type: none"> • know the characteristics of water resistance • know the characteristics of friction. • know how to test viscosity • know the characteristics of air resistance 	<p>how it can be used</p> <ul style="list-style-type: none"> • know how to use scientific testing to eliminate possibilities • know the concept of chromatography 	<ul style="list-style-type: none"> • know what happens from puberty to old age • know the life cycle of a human
Science Share d Read Texts:						
Non-fiction texts (wider curriculum)	<p>Report: Non-chronological report</p>	<p>Persuasion: Letter</p>	<p>Explanation: How to...</p>	<p>Instructions</p>	<p>Recount: Newspaper article</p>	<p>Discussion: Balanced argument</p>

Maths:	<u>Place Value</u> <ul style="list-style-type: none"> Recap 1,000s, 100s, 10s and 1s Numbers to 10,000 Recap Rounding to the nearest 10 Recap Rounding to the nearest 100 Rounding to 10, 100 and 1,000 Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,000 Numbers to a million Counting in 10s, 100s, 1,000s, 10,000s and 100,000s Compare and order numbers to one million Round numbers to one million Negative numbers Roman numerals 	<u>Statistics (continued)</u> <ul style="list-style-type: none"> Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables 	<u>Multiplication and Division</u> <ul style="list-style-type: none"> Recap Multiply 2-digits by 1-digit Recap Multiply 3-digits by 1-digit Multiply 4-digits by 1-digit Multiply 2-digits (area model) Multiply 2-digits (area model) - Multiply 2-digits by 2-digits 	<u>Fractions (continued)</u> <ul style="list-style-type: none"> Add 3 or more fractions Add fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtraction - breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Recap Calculate fractions of a quantity Fraction of an amount Using fractions as operators New content Fraction problem solving 	<u>Decimals</u> <ul style="list-style-type: none"> Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals - crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places New content Adding and subtracting decimals with the same number of decimal places problem solving Adding decimals with a different 	<u>Properties of shape (continued)</u> <ul style="list-style-type: none"> Calculating angles around a point Recap Triangles Recap Quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes
	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> Recap Add two 4-digit numbers - one exchange Recap Add two 4-digit numbers - more than one exchange Add whole numbers with more than 4 digits (column method) Recap Subtract two 4-digit numbers - one exchange Recap Subtract two 4-digit numbers - more than one exchange 	<u>Multiplication and Division</u> <ul style="list-style-type: none"> Multiples Factors Common factors Prime numbers Square numbers Cube numbers Recap Multiply by 10 Recap Multiply by 100 Multiply by 10, 100 and 1,000 Recap Divide by 10 Recap Divide by 100 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 	<ul style="list-style-type: none"> Multiply 3-digits by 2-digit New content Multiply 4-digits by 2-digits (basic practice) Multiply 4-digits by 2-digits Recap Divide 2-digits by 1-digit Recap Divide 3-digits by 1-digit Divide 4-digits by 1-digit Divide with remainders 	<u>Decimals and Percentages</u> <ul style="list-style-type: none"> Decimals up to 2 d.p. 	<u>Position and Direction</u> <ul style="list-style-type: none"> Recap Describe position Recap Draw on a grid Position in the first quadrant Translation Translation with coordinates Recap Line of symmetry Recap Complete a symmetric figure Reflection Reflection with coordinates 	<u>Perimeter and area</u> <ul style="list-style-type: none"> Area of rectangles and rectilinear shapes

	<ul style="list-style-type: none"> • Subtract whole numbers with more than 4 digits (column method) • Round to estimate and approximate • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Recap Interpret charts • Recap Comparison, sum and difference • Recap Introduce line graphs 	<ul style="list-style-type: none"> • Perimeter of rectangles and rectilinear shapes 		<ul style="list-style-type: none"> • Decimals as fractions • Understand thousandths • Thousandths as decimals • Rounding decimals • Order and compare decimals • Understand percentages • Percentages as fractions and decimals • Equivalent F.D.P 	<p>number of decimal places</p> <ul style="list-style-type: none"> • Subtracting decimals with a different number of decimal places • New content Adding and subtracting decimals with a different number of decimal places problem solving • Adding and subtracting wholes and decimals • Decimal sequences • Multiplying decimals by 10, 100 and 1,000 • Dividing decimals by 10, 100 and 1,000 <p><u>Properties of Shape</u></p> <ul style="list-style-type: none"> • Recap Identify angles 	<ul style="list-style-type: none"> • Millimetres and millilitres • Metric units • Imperial units • Converting units of time • Timetables <p><u>Volume</u></p> <ul style="list-style-type: none"> • What is volume? • Compare volume • Estimate volume • Estimate capacity
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					<ul style="list-style-type: none"> Recap Compare and order angles Measuring angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line 	
Arithmetic:	<ul style="list-style-type: none"> Count forwards or backward in steps of powers of ten for any given number up to 1.000,000 Compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning. Count on and back in 0.1, 0.5, 0.2, 0.25, Add/subtract whole numbers with more than 4 digits, including formal written methods Add/subtract numbers mentally with increasingly large numbers Multiply numbers up to 4 digits by a 1 or 2 digit number, using a formal written method Multiply and divide numbers mentally drawing upon known facts Use scaling facts by 10 and 100 eg $30 \times 400 = 1200$ divided by 60 = Divide numbers up to 4 digits by a 1-digit number using formal written method Multiply/divide whole numbers and those involving decimals by 10,100 and 1000 Recognise and use square and cubed numbers Add/subtract fractions with the same denominator and denominators that are a multiple of the same number Multiply proper fractions and mixed numbers by whole numbers Calculations involving numbers up to 3d places Solve problems which require knowing percentage and decimal equivalence of half, quarter, fifth, 2 fifths, 4 fifths and fractions with a denominator of a multiple of 10, or 25 					
PE:	Unit 1: Fitness and Healthy Lifestyles	Unit 1: Object Control – Net and Wall (Tennis)	Unit 1: Fitness and Healthy Lifestyles	Unit 1: Outdoor and Adventurous Activities	Unit 1: Fitness and Healthy Lifestyles	Unit 1:

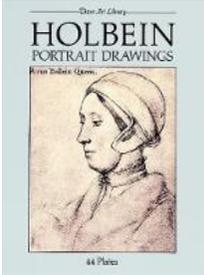
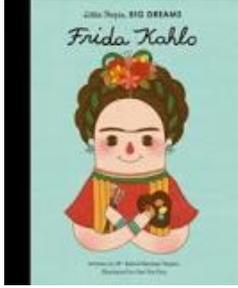
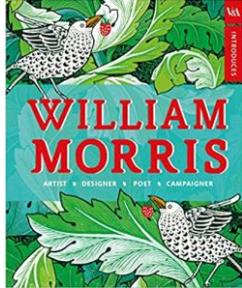
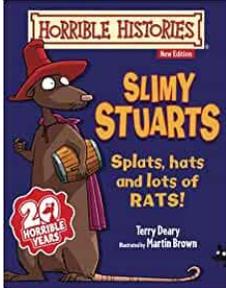
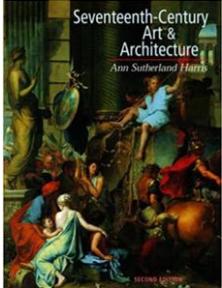
	<p>Unit 2: Swimming (5B) + Object Control – Invasion Games (Rugby)</p>	<p>Unit 2: Swimming (5B) + Object Control Invasion Games (Rugby)</p>	<p>Unit 2: Swimming (5B) + Invasion Games Foundations 5 (Tactical Application)</p>	<p>Unit 2: Swimming (5A) + Stability and Locomotion – Through Gymnastics</p>	<p>Unit 2: Swimming + Object Control-Strike and field (Cricket)</p>	<p>Stability and Locomotion – Through Dance</p> <p>Unit 2: Swimming (5A) + Locomotion and Object Control – Through Athletics</p>
	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Pupils can apply basic safety principles when preparing to undertake exercise. • Pupils can suggest specific physical activities to meet a set criteria. • Pupils are beginning to design their own fitness plans to address a specific area of physical fitness and are beginning to articulate why they have chosen an activity. • Pupils can use their knowledge to identify ways to improve both themselves and others, giving appropriate guidance and feedback to their peers. <p><u>Unit 2: Object control</u></p> <ul style="list-style-type: none"> • Pupils can select and link skills, using them appropriately, consistency and in a greater range of different situations. • Pupils can select and apply skills and apply them to 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Pupils can select and link skills, using them appropriately and consistently in a range of different situations. • Pupils can apply skills to different sports with consistency and accuracy. • Pupils can use their knowledge to identify ways to improve both themselves and others. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can select and link skills, using them appropriately, consistency and in a greater range of different situations. • Pupils can select and apply skills and apply them to specific sports with consistency and accuracy. • Pupils can use their knowledge to identify ways to improve both 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Pupils can apply basic safety principles when preparing to undertake exercise. • Pupils can suggest specific physical activities to meet a set criteria. • Pupils are beginning to design their own fitness plans to address a specific area of physical fitness and are beginning to articulate why they have chosen an activity. • Pupils can use their knowledge to identify ways to improve both themselves and others, giving appropriate guidance and feedback to their peers. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can select and link skills, using them appropriately, consistency and in a greater range of different situations. • Pupils can select and apply skills to specific sports with consistency and accuracy. • Pupils can use their knowledge to identify ways to improve both themselves and others. 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Pupils can understand the importance of teamwork and problem solving and will recognise that different people are suited to different roles. • Pupils show humility in understanding that others may be better placed to complete a task than they are. • Pupils begin to feel confident in recognising their strengths and articulating this to their peers. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils show increased strength, 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Pupils can apply basic safety principles when preparing to undertake exercise. • Pupils can suggest specific physical activities to meet a set criteria. • Pupils are beginning to design their own fitness plans to address a specific area of physical fitness and are beginning to articulate why they have chosen an activity. 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Pupils can select and link skills, using them appropriately, consistency and in a greater range of different situations. • Pupils can select and apply skills and apply them to specific sports with consistency and accuracy. • Pupils can use their knowledge to identify ways to improve both themselves and others. • Pupils can use their knowledge to identify ways to improve both themselves and others. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils show increased strength, flexibility,

	<p>specific sports with consistency and accuracy.</p> <ul style="list-style-type: none"> • Pupils can use their knowledge to identify ways to improve both themselves and others. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water-based situations. • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke) • Grade 1: Swimming with no tubes (but with discs) • Grade 2: Swimming with no tube and no discs • 25m swimming with no tubes and disc • Reach and Rescue Training • Grade 3: Over arm recovery and including breaststroke • 	<p>themselves and others.</p>		<p>flexibility, control, and balance.</p> <ul style="list-style-type: none"> • Pupils can use their knowledge to identify ways to improve both themselves and others. • Pupils performances show control, fluency, precision and creativity. 	<ul style="list-style-type: none"> • Pupils can use their knowledge to identify ways to improve both themselves and others, giving appropriate guidance and feedback to their peers. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water-based situations. • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke) <p>Grade 1: Swimming with no tubes (but with discs) Grade 2: Swimming with no tube and no discs</p>	<p>control and balance.</p> <ul style="list-style-type: none"> • Pupils can use their knowledge to identify ways to improve both themselves and others. • Pupils performances show control, fluency and precision. <p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Pupils can apply basic safety principles when preparing to undertake exercise. • Pupils can suggest specific physical activities to meet a set criteria. • Pupils are beginning to design their own fitness plans to address a specific area of physical fitness and are beginning to articulate why they have chosen an activity. • Pupils can use their knowledge to identify ways to improve both
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					<p>25m swimming with no tubes and disc Reach and Rescue Training Grade 3: Over arm recovery and including breaststroke</p>	<p>themselves and others, giving appropriate guidance and feedback to their peers.</p> <p><u>Unit 2: Object control</u></p> <ul style="list-style-type: none">• Pupils can select and link skills, using them appropriately, consistency and in a greater range of different situations.• Pupils can select and apply skills and apply them to specific sports with consistency and accuracy.• Pupils can use their knowledge to identify ways to improve both themselves and others. <p><u>Swimming:</u></p> <ul style="list-style-type: none">• Perform safe self-rescue in different water-based situations.• Swim competently, confidently and proficiently over a distance of at least 25 metres• Use a range of strokes effectively
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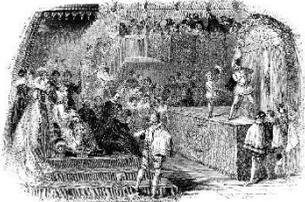
						<p>(e.g. front crawl, back stroke and breaststroke)</p> <ul style="list-style-type: none"> • Grade 1: Swimming with no tubes (but with discs) • Grade 2: Swimming with no tube and no discs • 25m swimming with no tubes and disc • Reach and Rescue Training • Grade 3: Over arm recovery and including breaststroke •
PSHE:	To understand what a long term goal is and how to achieve it.	Understand how differences in others can affect my behaviour.	Know that my lifestyle choices can affect my health.	Know how to use online media and technology safely.	Understand that I make choices about money that affect my life.	Know that good friends help me to feel good.
	<ul style="list-style-type: none"> • Face new challenges positively and set personal goals. • Understand my rights and responsibilities as a British citizen. • Understand my rights and responsibilities as a British citizen and a member of my school. • Understand that I will need money to help me achieve some of my dreams. 	<ul style="list-style-type: none"> • Understand that cultural differences can sometimes cause conflict. • Understand what racism is. • Understand how rumour-spreading and name calling can be hurtful behaviour. • Explain the difference between direct and indirect types of bullying 	<ul style="list-style-type: none"> • Know the health risks of smoking. • Know that exposure to the sun can be harmful. • Know what mental ill health might look like in others and how to help. • Identify the dangers of a poor diet to my health. • Know how to use basic first aid procedures 	<ul style="list-style-type: none"> • Understand why some online content is restricted. • Know how to identify information online that I can trust. • Understand what spam is and how to deal with it. • Know that online media can help to create 	<ul style="list-style-type: none"> • Understand how to pay for things. • Understand how to use a bank account. • Know how to keep my money safe. • Know some different money from around the world. 	<ul style="list-style-type: none"> • Accurately describe my characteristics and personal qualities. • Understand how pressure from the media and our friends can affect my body image. • Know that people can develop eating problems relating to body image pressure.

	<ul style="list-style-type: none"> Know about a range of jobs and how much they earn. Understand that people in other countries may have different dreams and goals to mine. Understand what motivates me to achieve my goals. 	<ul style="list-style-type: none"> Identify different types of discrimination and understand that these relate to difference. Understand how my actions can indirectly encourage discrimination. 		stereotypes about boys and girls.	<ul style="list-style-type: none"> Explain what affects my choices about money. 	<ul style="list-style-type: none"> Know how to manage when I fall out with friends. Understand the importance of self respect. Understand what jealousy means.
Music:	Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Improvisation	Composition
	Getting Started with Music Tech How Does Music Bring Us Together?	Emotions & Musical Styles How Does Music Connect Us with Our Past?	Exploring Key & Time Signatures How Does Music Improve Our World?	Introducing Chords How Does Music Teach Us About Our Community?	How Does Music Shape Our Way Of Life?	How Does Music Connect Us With The Environment?
	<ul style="list-style-type: none"> To know the key of A minor. To know the time signature of 2/4. To know quavers and their rests. 	<ul style="list-style-type: none"> To know what a musical introduction is and its purpose. To justify a personal opinion about a piece of music. To know the features of orchestral, jazz and gospel music. To know what a saxophone, oboe cello look and sound like. 	<ul style="list-style-type: none"> Sing expressively with attention to staccato and legato. Sing in more complex parts. To teach a small group a song. 	<ul style="list-style-type: none"> To know what quavers and their rests looks like and what they mean. To read and respond to crotchets, dotted crotchets, quavers and their rests. To know what a 'time signature' is. 	<ul style="list-style-type: none"> To improvise over a groove, responding to the beat and creating a satisfying melodic shape. 	<ul style="list-style-type: none"> To consider structures withing compositions (E.g., intro, verse or chorus). To create a simple melody using crotchets, dotted crotchets, quavers and their rests.
Performing	To create, rehearse and perform for a specific purpose. Perform in groups and solo. Compare different performances – identifying the strengths and weaknesses.					
Artist/ Composers	Joanna Mangona and Pete Readman Quinn Mason Charles H. Gabriel and Civilla D. Martin Mervyn Edwin Warren and Henry van Dyke	Joanna Mangona and Chris Taylor Philip Glass Joanna Mangona and Chris Madin John Chamberlain	Mpumi Dhlamini Joanna Mangona and Pete Readman Deniece Williams, Hank Redd, Nathan Watts and Susaye Greene	Thomas Allen Florence Prince Joanna Mangona and Pete Readman John Williams	Joanna Mangona and Chris Taylor Ralph Vaughan Williams Supaman	Joanna Mangona and Chris Taylor Samuel Coleridge-Taylor Charles Ives John Kелlette

Genres	20 th and 21 st Century Orchestral, Gospel	Pop, Minimalism, 20 th and 21 st Century Orchestral, Rock 'n' Roll, Gospel	South African, Jazz: contemporary, 20 th and 21 st Century Orchestral, Pop	Reggae, 20 th and 21 st Century Orchestral, Pop, Film Music	Pop, 20 th and 21 st Century Orchestral, Hip Hop, Funk	Pop, Romantic, 20 th and 21 st Century Orchestral, Musicals
Art: <u>Theme:</u>	Portraits: accurate drawing of eyes, ears, mouths and the face	Portraits and hidden messages	Frida Kahlo and MC Escher – creating form from directional pencil strokes	William Morris and Andy Warhol prints. Japanese block printing.	How to paint movement. Flemish paintings.	Louise Moillon Still-life paintings. Shading spheres.
accurate drawing	<ul style="list-style-type: none"> • Know how to draw an eye accurately • Know how to draw an ear accurately • Know how to draw a mouth accurately • Know how to draw a portrait 	<ul style="list-style-type: none"> • Know how to evaluate the work of Holbein • Know how to re-create the works of Arcimboldo • Know how to create a message in a portrait • Know how to draw an accurate portrait 	<ul style="list-style-type: none"> • Know how to evaluate the work of Frida Kahlo • Know how to use pencil direction to create curves • Know how to create an eternal picture 	<ul style="list-style-type: none"> • Know how to design a William Morris replicating print • Know how to create a block print • Know how Andy Warhol created his screen prints 	<ul style="list-style-type: none"> • Know how to paint movement in flames • Know how to create a painting with movement in the Flemish style • Know how to create a painting to depict the Great Fire of London/Civil war showing movement 	<ul style="list-style-type: none"> • Know how to evaluate the still life work of Louise Moillon • Know how to depict spheres and round fruit • Know how to use shading to create the idea of something being round • Know how to create a still-life composition • Know how to paint a still-life in the style of Louise Moillon
Art Share d Read Texts:						
RE:	Where did the Christian Bible come from?	Why is Mohammed important to Muslims?	Jewish worship and community	Buddhist worship and community	Stories of Christianity	Belief in our community
	<ul style="list-style-type: none"> • To ask and respond to questions about the Bible 	<ul style="list-style-type: none"> • To learn about different translations 	<ul style="list-style-type: none"> • To relate our experience of role-models and influences on 	<ul style="list-style-type: none"> • To relate our experience of 	<ul style="list-style-type: none"> • To relate our experience of 	<ul style="list-style-type: none"> • To relate our experience of

	<ul style="list-style-type: none"> • To learn about the History of the Bible and some of its features • To investigate the contents of the Bible • To learn about different translations of the Bible and what it means for Christians today. • To learn about different translations of the Bible and what it means for Christians today. 	<p>of the Bible and what it means for Christians today.</p> <ul style="list-style-type: none"> • To learn about different translations of the Bible and what it means for Christians today. • To understand the importance of the Qur'an to Muslims. To understand the importance of the Qur'an to Muslims. • To understand the importance of the Qur'an to Muslims. To understand the importance of the Qur'an to Muslims. • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. 	<p>our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims.</p> <ul style="list-style-type: none"> • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. 	<p>role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims.</p> <ul style="list-style-type: none"> • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. 	<p>role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims.</p> <ul style="list-style-type: none"> • To explore the story of Ruth and Naomi. • To explore the story of Daniel and relate this to religious persecution today. • To explore the parable of Jesus. • To find out about Christian baptism through the story of John the Baptist. • To find out about Paul and the early church. 	<p>role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims.</p> <ul style="list-style-type: none"> • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims. • To relate our experience of role-models and influences on our lives with those of Muslims. To relate our experience of role-models and influences on our lives with those of Muslims.
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Design & Technology	know how to make a functioning car/buggy that can move in a straight line	know how to make a puppet	Mexican headdress and food for Mexico day.	Know how to use CAD CAM to build a glider	Create a structure that solves a problem	Making a sustainable dwelling for North American Indians
	<ul style="list-style-type: none"> know what the chassis, axels etc do in a car know how to build a belt drive know how to make a switch know how to create a circuit diagram know how to build a body for the car 	<ul style="list-style-type: none"> know how to create a stiffened structure for a model know how to making curtains that draw to close and open 	<ul style="list-style-type: none"> know how to make a Mexican headdress know how to prepare food safely 	<ul style="list-style-type: none"> know how gliders fly 	<ul style="list-style-type: none"> know about technological and engineering advances in the USA know about how the Hoover Dam works 	<ul style="list-style-type: none"> know how to make a tepee and make it sturdy know about how to design a sustainable house/dwelling

Designers:			Lord Chamberlain's Men – The Globe Theatre 	Aarón Sánchez – Mexican Chef 		William Le Baron Jenney – made the world's first skyscraper 	
Computing	E-Safety	Health, well-being & lifestyle	Online bullying		Self-image and identity	Online relationships	
		<ul style="list-style-type: none"> Understand age ratings 	<ul style="list-style-type: none"> Know where to get help if being bullied online Identify a range of ways to report concerns about online bullying 		<ul style="list-style-type: none"> Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups. 	<ul style="list-style-type: none"> Describe what it feels like to be safe online 	
	Computer Science Coding	Digital Citizenship	Sequencing	Events	Loops	Conditionals	Project
		<ul style="list-style-type: none"> Understanding how to make passwords both secure and memorable 	<ul style="list-style-type: none"> Use symbols to instruct Practice sequencing and debugging skills Understand persistence in debugging Write a program one instruction at a time Read and edit codes with simple algorithms, loops and nested loops 	<ul style="list-style-type: none"> Build a game that pupils can customize with different speeds and sounds Use events to build a game Program an interactive dance party 	<ul style="list-style-type: none"> Debugging exercises to problem solve Program a loop inside another loop 	<ul style="list-style-type: none"> Know what a conditional is Write conditional statements to state the rules of simple games Learn how to use new loops to solve problems 	<ul style="list-style-type: none"> Apply what we have learnt this year.

MFL	My favourite things Sports Describing sports Hobbies and opinion words Expressing detailed opinions using subordinating conjunctions	Places in the town Describing your town – adjectives Comparing your town now and then – imperfect tense Culture: Spanish town Designing an ideal town	Clothes Months and seasons – what clothes you wear Colours recap and clothes adjectives Adjective endings Ideal school uniform	Social media Hobbies How often should you go on social media? Dangers of social media Modal verbs – safe use of social media Future tense – staying safe online in the future	Describing hair and eyes Personality Describing myself (hair/eyes/personal description) Describing your friend Wanted poster	Cultural stories
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