

CAYTON  
SCHOOL

## LONG TERM CURRICULUM PLAN: YEAR 5



*Learn from yesterday, seek today and aim for tomorrow*

September 2024

**LONG TERM CURRICULUM PLAN  
YEAR 5**

**Year Groups to follow the National Curriculum English and Mathematics Programme of Study**

**KEY DRIVERS**

**History**

<b>CHRONOLOGY (Stone age to 1066)</b>	<b>Beyond 1066</b>	<b>LOCAL STUDY</b>
<p><i>To include: Stone age to Iron age Romans Anglo-Saxons Vikings</i></p>	<p><i>An aspect of theme that takes pupils beyond 1066</i></p>	<p><i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i></p>
<ul style="list-style-type: none"> <li>• Know how Britain changed between the end of the Roman occupation and 1066</li> <li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>• Use a time line to show when the Anglo-Saxons were in England</li>   <li>• Know where the Vikings originated from and show this on a map</li> <li>• Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>• Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>		<ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>

<b>ANCIENT ANCIENTS</b> <b>(approx. 3000 years ago)</b>	<b>CIVILIZATIONS from 1000 years ago</b>	<b>ANCIENT GREECE</b>
<i>Cover each of and then choose one to look at in depth:</i> <i>Ancient Egypt</i> <i>Ancient Sumer</i> <i>Indus Valley</i> <i>Shang Dynasty</i>	<i>Choose one of:</i> <i>Mayans</i> <i>Islamic Civilizations</i> <i>Benin Civilization</i>	<i>Greek life and influence on the Western world</i>

**Geography**

Locational Knowledge		
<i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>	<i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i>	<i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i>
<ul style="list-style-type: none"> <li>Know the names of a number of European capitals and their capitals</li> <li>Know the names of, and locate, a number of South American countries</li> </ul>	<ul style="list-style-type: none"> <li>Can I compare landscapes in two countries identifying human and physical characteristics that have changed over time (our local area with a city from South America?)</li> </ul>	<ul style="list-style-type: none"> <li>Can I explore ideas of longitude and latitude around the world and link to the tropics?</li> </ul>

Place Knowledge	Human and Physical Geography	
<i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i>	<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>
<ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in either North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Know what is meant by biomes and what are the features of a specific biome</li> <li>Label layers of a rainforest and know what deforestation is</li> </ul>	

### Geographical skills and fieldwork

*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*

- Know how to use graphs to record features such as temperature or rainfall across the world

- Can I use an atlas and other sources to compare features of different countries?
  - Can I use symbols and keys on a map?

Working Scientifically	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up a fair test when needed e.g. which surfaces create most friction?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use diagrams, as and when necessary, to support writing</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is evaluative when explaining findings from scientific enquiry</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Their explanations set out clearly why something has happened and its possible impact on other things</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make predictions based on information gleaned from investigations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to relate causal relationships when, for example, studying life cycles</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create new investigations which take account of what has been learned previously</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory</li> </ul>

All living things and their habitats	Animals, including humans	Properties and changes in materials	Forces	Earth and Space
<p><i>Life cycles – plants and animals</i>  <i>Reproductive processes</i>  <i>Famous naturalists</i></p>	<p><i>Changes as humans develop from birth to old age</i></p>	<p><i>Compare properties of everyday materials</i>  <i>Soluble/ dissolving</i>  <i>Reversible and irreversible substances</i></p>	<p><i>Gravity</i>  <i>Friction</i>  <i>Forces and motion of mechanical devices</i></p>	<p><i>Movement of the Earth and the planets</i>  <i>Movement of the Moon</i>  <i>Night and day</i></p>
<ul style="list-style-type: none"> <li>• Know the life cycle of different living things e.g. mammal, amphibian, insect and bird</li> <li>• Know the differences between different life cycles</li> <li>• Know the process of reproduction in plants</li> <li>• Know the process of reproduction in animals</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline to indicate stages of growth in humans</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets</li> <li>• Know and explain how a material dissolves to form a solution</li> <li>• Know and show how to recover a substance from a solution</li> <li>• Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)</li> <li>• Know and demonstrate that some changes are reversible and some are not</li> <li>• Know how some changes result in the formation of a new material and that this is usually irreversible</li> </ul>	<ul style="list-style-type: none"> <li>• Know what gravity is and its impact on our lives</li> <li>• Identify and know the effect of air and water resistance</li> <li>• Identify and know the effect of friction</li> <li>• Explain how levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	<ul style="list-style-type: none"> <li>• Know about and explain the movement of the Earth and other planets relative to the Sun</li> <li>• Know about and explain the movement of the Moon relative to the Earth</li> <li>• Know and demonstrate how night and day are created</li> <li>• Describe the Sun, Earth and Moon (using the term spherical)</li> </ul>

**SUPPORTING SUBJECTS**

**Design Technology**

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<p><i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p>	<p><i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>	<p><i>investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p>	<p><i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></p> <p><i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p> <p><i>apply their understanding of computing to program, monitor and control their products.</i></p>	<p><i>understand and apply the principles of a healthy and varied diet</i></p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>



Designing	Making	Evaluating	Technical Knowledge	Food Technology
<ul style="list-style-type: none"> <li>• come up with a range of ideas after collecting information from different sources</li> <li>• produce a detailed, step-by-step plan</li> <li>• explain how a product will appeal to a specific audience</li> <li>• design a product that requires pulleys or gears</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of tools and equipment competently</li> <li>• make a prototype before making a final version</li> <li>• make a product that relies on pulleys or gears</li> </ul>	<ul style="list-style-type: none"> <li>• suggest alternative plans; outlining the positive features and draw backs</li> <li>• evaluate appearance and function against original criteria</li> </ul>	<ul style="list-style-type: none"> <li>• links scientific knowledge to design by using pulleys or gears</li> <li>• uses more complex IT program to help enhance the quality of the product produced</li> </ul>	<ul style="list-style-type: none"> <li>• be both hygienic and safe in the kitchen</li> <li>• know how to prepare a meal by collecting the ingredients in the first place</li> <li>• know which season various foods are available for harvesting</li> </ul>

Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
<p><i>create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	<p><i>great artists, architects and designers in history</i></p>
<ul style="list-style-type: none"> <li>• experiment by using marks and lines to produce texture</li> <li>• experiment with shading to create mood and feeling</li> <li>• experiment with media to create emotion in art</li> <li>• know how to use images created, scanned and found; altering them where necessary to create art</li> <li>• enhance digital media by editing, use of animation and installations</li> </ul>	<ul style="list-style-type: none"> <li>• use acrylic paint</li> <li>• Use tertiary colour in their paintings</li> <li>• Experiment with mood&amp; colour</li> <li>• Sketch lightly before painting</li> <li>• Create a colour palette based on colours observed in natural world</li> <li>• Choose from a range of stitching techniques independently – Y4 – back and cross stitch</li> <li>• begin to include measuring skills to help with proportion in their drawings.</li> <li>• Use shading to create mood and texture.</li> <li>• Use a variety of techniques to add effects eg reflections, shadow &amp; direction of sunlight.</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Use shading to create mood and feeling.</li> <li>• use mixed textures to combine visual &amp; tactile qualities in a collage</li> <li>• know how to create an accurate print design following given criteria.</li> <li>• Use tools to create texture and pattern</li> <li>• Show life like qualities and real life proportions</li> <li>• Create a clay finger print</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch and give details about the style Amy Shakleton (Drip Painting)</li> <li>• Show how Amy Shakleton has influenced society</li> <li>• Create original pieces that show a range of influences and styles</li> <li>• Use the past as a source of artistic inspiration</li> <li>• Learn and use technical vocabulary</li> <li>• Evaluate and analyse creative works</li> </ul>

## Music

Listening and Appraise Music (Musicianship)	Singing and Voice	Notation	Playing instruments	Improvising	Composing	Performing
<p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p>	<p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	<p><i>Use and understand staff and other musical notations</i></p>	<p><i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></p>	<p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>	<p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>	<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>

<ul style="list-style-type: none"> <li>• Talk about feelings created by the music.</li> <li>• Justify a personal opinion with reference to Musical Elements.</li> <li>• Find and demonstrate the steady beat.</li> <li>• Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>• Identify the musical style of a song or piece of music.</li> <li>• Identify instruments by ear and through a range of media.</li> <li>• Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</li> <li>• Explain a bridge passage and its position in a song.</li> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality.</li> <li>• Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</li> <li>• Explain the role of a main theme in musical structure.</li> <li>• Know and understand what a musical introduction is and its purpose.</li> <li>• Explain rapping.</li> <li>• Recognise the following styles and</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in 2/4, 3/4, 4/4 and 6/8 time.</li> <li>• Sing in unison and parts, and as part of a smaller group.</li> <li>• Sing 'on pitch' and 'in time'.</li> <li>• Sing a second part in a song.</li> <li>• Self-correct if lost or out of time.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Sing expressively, with attention to dynamics and articulation.</li> <li>• Develop confidence as a soloist.</li> <li>• Talk about the different styles of singing used for different styles of song.</li> <li>• Talk confidently about how connected you feel to the music and how it connects in the world.</li> <li>• Respond to a leader or conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db</li> <li>• Identify: <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> </li> <li>• Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</li> <li>• Recognise how notes are grouped when notated.</li> <li>• Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</li> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>• Understand the differences between</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</li> <li>• Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</li> <li>• Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</li> </ul> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<ul style="list-style-type: none"> <li>• Create music in response to music and video stimulus.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Use simple dynamics.</li> <li>• Use rhythmic variety.</li> <li>• Compose song accompaniments, perhaps using basic chords.</li> <li>• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</li> <li>• Use full scales in different keys.</li> <li>• Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</li> <li>• Create a melody using crotchets, quavers and minims, and perhaps semibreves and</li> </ul>	<ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</li> <li>• Perhaps perform in smaller groups, as well as the whole class.</li> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</li> <li>• Perform from memory or with notation, with confidence and accuracy.</li> <li>• Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>• Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>• A student leads part of the rehearsal and part of the performance.</li> <li>• Record the performance and</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>		<p>2/4, 3/4 and 4/4 time signatures.</p> <ul style="list-style-type: none"> <li>Read and perform pitch notation within an octave (eg C–C'/do–do).</li> </ul>			<p>semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <ul style="list-style-type: none"> <li>F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C Start and end on the note F (F major)</li> <li>G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major)</li> <li>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</li> <li>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</li> <li>E<math>\flat</math>, F E<math>\flat</math>, F, G E<math>\flat</math>, F, G, B<math>\flat</math> E<math>\flat</math>, F, G, B<math>\flat</math>, C Start and end on the note E<math>\flat</math> (E<math>\flat</math> major)</li> </ul>	<p>compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <ul style="list-style-type: none"> <li>Discuss and talk musically about the strengths and weaknesses of a performance.</li> <li>Collect feedback from the audience and reflect how future performances might be different.</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Physical Education**

<p><b>Athletics</b></p>	<p><b>Competitive Games</b></p>	<p><b>Gymnastics</b></p>
-------------------------	---------------------------------	--------------------------

<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>
<ul style="list-style-type: none"> <li>• controlled when taking off and landing</li> <li>• throw with increasing accuracy</li> <li>• combine running and jumping</li> </ul>	<ul style="list-style-type: none"> <li>• gain possession by working a team and pass in different ways</li> <li>• choose a specific tactic for defending and attacking</li> <li>• use a number of techniques to pass, dribble and shoot</li> </ul>	<ul style="list-style-type: none"> <li>• make complex extended sequences</li> <li>• combine action, balance and shape</li> <li>• perform consistently to different audiences</li> </ul>

<b>Dance</b>	<b>Outdoor and Adventurous Activity</b>	<b>Evaluate</b>
<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
<ul style="list-style-type: none"> <li>• compose own dances in a creative way</li> <li>• perform dance to an accompaniment</li> <li>• dance shows clarity, fluency, accuracy and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• follow a map into an unknown location</li> <li>• use clues and a compass to navigate a route</li> <li>• change route to overcome a problem</li> <li>• use new information to change route</li> </ul>	<ul style="list-style-type: none"> <li>• pick up on something a partner does well and also on something that can be improved</li> <li>• know why own performance was better or not as good as their last</li> </ul>

## Swimming

<ul style="list-style-type: none"> <li>• develop their swimming aiming for competency, confidence and proficiency over increasing distance.</li> <li>• develop their use of a range of strokes effectively, for example front crawl, backstroke and breaststroke.</li> <li>• develop their awareness of safe self-rescue in different water based situations.</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Real PE

Unit 1	Cognitive	I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.
--------	-----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit 2	Creative	I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.
Unit 3	Social	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.
Unit 4	Applying Physical	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Unit 5	Health and Fitness	I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.
Unit 6	Personal	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

## Foreign Languages

<b>Listening</b>	<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i>  <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>  <i>Appreciate stories, songs, poems and rhymes in the language</i></p> <p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>
<b>Speaking</b>	<p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i>  <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i>  <i>Present ideas and information orally to a range of audiences</i>  <i>Describe people, places, things and actions orally and in writing</i></p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>
<b>Reading</b>	<p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>  <i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p>Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt.</p>
<b>Writing</b>	<p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>  <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>  <i>Describe people, places, things and actions in writing</i></p>

	Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).
<b>Grammar</b>	<i>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i>  Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjunction (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).

## Computing

<b>Computing systems and networks Systems and searching</b>	<b>Creating media Video Production</b>	<b>Programming A Selection in physical computing</b>
<p>Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different realworld systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p> <ul style="list-style-type: none"> <li>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> </ul>	<p>Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p> <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design.</p> <ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>
<p>(lessons 1-6)</p> <ol style="list-style-type: none"> <li>To explain that computers can be connected together to form systems</li> <li>To recognise the role of computer systems in our lives</li> <li>To identify how to use a search engine</li> <li>To describe how search engines select results</li> <li>To explain how search results are ranked</li> <li>To recognise why the order of results is important, and to whom</li> </ol>	<p>(lessons 1-6)</p> <ol style="list-style-type: none"> <li>To explain what makes a video effective</li> <li>To use a digital device to record video</li> <li>To capture video using a range of techniques</li> <li>To create a storyboard</li> <li>To identify that video can be improved</li> <li>To consider the impact of the choices made when making and sharing a video</li> </ol>	<p>(lessons 1-6)</p> <ol style="list-style-type: none"> <li>To control a simple circuit connected to a computer</li> <li>To write a program that includes count-controlled loops</li> <li>To explain that a loop can stop when a condition is met</li> <li>To explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>To design a physical project that includes selection</li> </ol>



		6. To create a program that controls a physical computing project
--	--	-------------------------------------------------------------------

Data and information Flat-file databases	Creating media Introduction to vector graphics	Programming B Selection in quizzes
<p><i>This unit looks at how a flatfile database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</i></p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p><i>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</i></p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p><i>Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</i></p> <ul style="list-style-type: none"> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>
<p>(lessons 1-6)</p> <ol style="list-style-type: none"> <li>To use a form to record information</li> <li>To compare paper and computer-based databases</li> <li>To outline how you can answer questions by grouping and then sorting data</li> <li>To explain that tools can be used to select specific data</li> <li>To explain that computer programs can be used to compare data visually</li> <li>To use a real-world database to answer questions</li> </ol>	<p>(lessons 1-6)</p> <ol style="list-style-type: none"> <li>To identify that drawing tools can be used to produce different outcomes</li> <li>To create a vector drawing by combining shapes</li> <li>To use tools to achieve a desired effect</li> <li>To recognise that vector drawings consist of layers</li> <li>To group objects to make them easier to work with</li> <li>To apply what I have learned about vector drawings</li> </ol>	<p>(lessons 1-6)</p> <ol style="list-style-type: none"> <li>To explain how selection is used in computer programs</li> <li>To relate that a conditional statement connects a condition to an outcome</li> <li>To explain how selection directs the flow of a program</li> <li>To design a program that uses selection</li> <li>To create a program that uses selection</li> <li>To evaluate my program</li> </ol>
<p><b>e-safety</b></p> <p>Taken from <b>'Education for a connected World'</b> UK Council for Internet Safety.</p> <p><i>Pupils will be taught to use technology safely, respectfully and responsibly; recognise</i></p>	<p><b><u>Self-Image and Identity</u></b> I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p><b><u>On-line Relationships</u></b> I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.</p> <p><b><u>On-Line Reputation</u></b></p>	

<p><i>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p>	<p>I can search for information about an individual online and summarise the information found.  I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p><b><u>On-Line Bullying</u></b>  I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.  I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.  I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.  I can identify a range of ways to report concerns and access support both in school and at home about online bullying.  I can explain how to block abusive users.  I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p><b><u>Managing On-line Information</u></b>  I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.  I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.  I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.  I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.  I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.  I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).  I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.  I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.  I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p><b><u>Health well-being and Lifestyle</u></b>  I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.  I can describe some strategies, tips or advice to promote health and well-being with regards to technology.  I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.  I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p><b><u>Privacy and Security</u></b>  I can explain what a strong password is and demonstrate how to create one.  I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.</p> <p><b><u>Copyright and Ownership</u></b>  I can assess and justify when it is acceptable to use the work of others.  I can give examples of content that is permitted to be reused and know how this content can be found online.</p>
------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**PSHE**

<p><b>Jigsaw Piece One</b></p>	<p><b>Being me in my world</b></p>	<ul style="list-style-type: none"> <li>• <b>Planning the forthcoming year</b></li> <li>• <b>Being a citizen</b></li> <li>• <b>Rights and responsibilities</b></li> <li>• <b>Rewards and consequences</b></li> <li>• <b>How behaviour affects groups</b></li> <li>• <b>Democracy, having a voice, participating</b></li> </ul>
<p><b>Jigsaw Piece Two</b></p>	<p><b>Celebrating Difference</b></p>	<ul style="list-style-type: none"> <li>• <b>Cultural differences and how they can cause conflict</b></li> <li>• <b>Racism</b></li> <li>• <b>Rumours and name-calling</b></li> <li>• <b>Types of bullying</b></li> <li>• <b>Material wealth and happiness</b></li> <li>• <b>Enjoying and respecting other cultures</b></li> </ul>
<p><b>Jigsaw Piece Three</b></p>	<p><b>Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>• <b>Future dreams</b></li> <li>• <b>The importance of money</b></li> <li>• <b>Jobs and careers</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> <li>• Water safety</li> </ul>
Jigsaw Piece Four	Healthy Me	<ul style="list-style-type: none"> <li>• Smoking, including vaping</li> <li>• Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> <li>• Motivation and behaviour</li> <li>• Sun safety</li> </ul>
Jigsaw Piece Five	Relationships	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT internet safety rules</li> </ul>
Jigsaw Piece Six	Changing Me	<ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception (including IVF)</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transition</li> <li>• Consent</li> </ul>

## Religious Education

Unit	Theme
U2.1	Why do some people think God exists?
U2.2	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)
U2.4	If god is everywhere, why got to a place of worship?
U2.6	What does it mean to be a Muslim in Britain today?

