

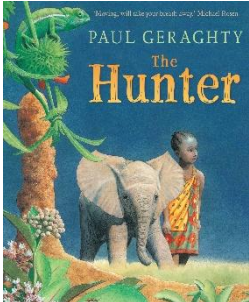
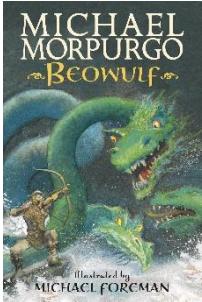
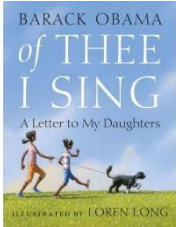
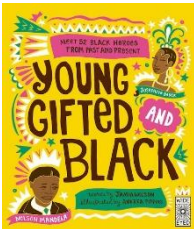
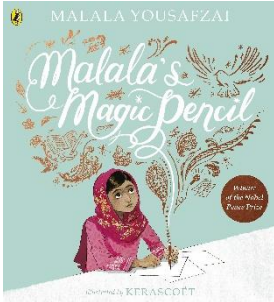
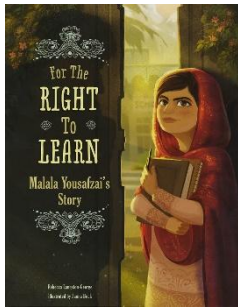


Guilden Sutton Church of England Primary School


Love and Justice for All

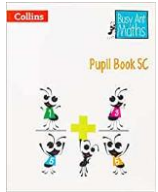

Year 5 Curriculum Progression Map


Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP


Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>The Hunter Paul Geraghty</p>  <p>COP∞ – Protecting animals and their habitats</p>	<p>Beowulf Michael Morpurgo</p> 	<p>Of Thee I Sing Barack Obama</p>  <p>Young, Black and Gifted Jamia Wilson</p> 	<p>Malala's Magic Pencil Malala Yousafzai</p>  <p>For the Right to Learn Rebecca Lanston-George</p>  <p>COP∞ – Small things make big changes</p>	<p>Queen of the Falls Chris Van Allsburg</p>  <p>Poetry Project – To be confirmed by The Literacy Company</p>	

				Home and Wisp – Year 4 World Book Day	
Focused Genre	<ul style="list-style-type: none">• Non-fiction - Non-chronological report - Information text	<ul style="list-style-type: none">• Narrative – Alternative story• Poetry – Beowulf – Kennings and Spells	<ul style="list-style-type: none">• Narrative – First person account• Non – fiction -Non-chronological report• Poetry – ‘Our House’ Free verse	<ul style="list-style-type: none">• Non-fiction – Letter - Persuasive writing Blogs Biographies & autobiographies	<ul style="list-style-type: none">• Narrative – Own version of Queen of The Falls• Non – fiction - Newspaper article• Poetry – Performance Poetry – This is me
SPaG	<ul style="list-style-type: none">• Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect)• Extend the range of sentences with more than one clause by using a wider range of conjunctions.• Use relative clauses to add detail or description• Make appropriate choices of vocabulary to enhance meaning.• Use expanded noun phrases, adverbs, determiners and prepositional phrases to convey complicated information concisely.• Use some adverbs to show certainty and to indicate degrees of possibility.• Integrate dialogue in narratives to convey character.• Use a range of devices to build cohesion within a paragraph• Use paragraphs to organise more complex information in non-fiction and in narratives, use paragraphs to organise and sequence.• Some accurate use of Y5 punctuation (brackets, dashes and commas to clarify meaning or avoid ambiguity)• Some accurate spelling of words from Y5/6 word list and rules/patterns from spelling appendix.	<ul style="list-style-type: none">• Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect)• Use modal verbs and adverbs to indicate degrees of possibility.• Extend the range of sentences with more than one clause by using a wider range of conjunctions.• Use relative clauses to add detail or description• Make appropriate choices of vocabulary to enhance meaning.• Use some adverbs to show certainty and to indicate degrees of possibility.• Use a range of devices to build cohesion within a paragraph• Use paragraphs to organise more complex information in non-fiction and in narratives, use paragraphs to organise and sequence.• Some accurate use of Y5 punctuation (brackets, dashes, commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity)• Some accurate spelling of words from Y5/6 word list and rules/patterns from spelling appendix.• Join handwriting throughout independent writing using diagonal and horizontal strokes with fluency.• Evaluate writing according to purpose, considering the effectiveness of word choice,	<ul style="list-style-type: none">• Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect)• Use modal verbs and adverbs to indicate degrees of possibility.• Extend the range of sentences with more than one clause by using a wider range of conjunctions.• Use relative clauses to add detail or description• Make appropriate choices of vocabulary to enhance meaning.• Use some adverbs to show certainty and to indicate degrees of possibility.• Integrate dialogue in narratives to convey character.• Use a range of devices to build cohesion within a paragraph• Use paragraphs to organise more complex information in non-fiction and in narratives, use paragraphs to organise and sequence.• Accurate use of Y5 punctuation (brackets, dashes, commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity)• Some accurate spelling of words from Y5/6 word list and rules/patterns from spelling appendix.		


	<ul style="list-style-type: none">Join handwriting throughout independent writing using diagonal and horizontal strokes with fluency.Evaluate writing according to purpose, considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement.	grammar and punctuation, including use of tense and subject-verb agreement.	<ul style="list-style-type: none">Join handwriting throughout independent writing using diagonal and horizontal strokes with fluency.Evaluate writing according to purpose, considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement.			
Spelling	Pathways to Spell					
	<ul style="list-style-type: none">Word list – years 5 and 6Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2) including those with more than one syllable and the suffix (Y3/4)Adding -ing, -ed to a root word ending in yand words ending in eContractionsWords containing the letter-string ough	<ul style="list-style-type: none">Word list – years 5 and 6Plural possessive apostropheVerb prefixes: dis-, mis-Verb prefixes: de-, re-, over-Homophones and other words that are often confusedPersonal spelling log	<ul style="list-style-type: none">Word list – years 5 and 6Words with the /i:/ sound spelt ei after cWords with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word)Endings which sound like /ʃəs/ spelt -cious or -tious	<ul style="list-style-type: none">Word list – years 5 and 6Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ifyHomophones and other words that are often confusedPersonal spelling log	<ul style="list-style-type: none">Word list – years 5 and 6Words ending in -able/-ably and -ible/-iblyWords ending in -able and -ablyWords ending in -ible and -iblyEndings which sound like /ʃəl/ (-cial and -tial)	<ul style="list-style-type: none">Word list – years 5 and 6Singular and plural possessive apostropheWords with the /i:/ sound spelt ei after cVerb prefixes: dis-, mis-, de-, re-, over-Homophones and other words that are often confusedPersonal spelling log
Maths 	Busy Ant Maths		Busy Ant Maths		Busy Ant Maths	
	Unit 1 <ul style="list-style-type: none">Number and Place ValueAddition and SubtractionProperties of Shape Unit 2		Unit 5 <ul style="list-style-type: none">Number and Place ValueAddition and SubtractionProperties of Shape Unit 6		Unit 9 <ul style="list-style-type: none">Number and Place ValueAddition and SubtractionProperties of Shape Unit 10	

<div></div> <div><ul style="list-style-type: none">• Multiplication and Division• Fractions• Position and Direction<p>Unit 3</p><ul style="list-style-type: none">• Addition and Subtraction• Decimals• Measurement (mass)<p>Unit 4</p><ul style="list-style-type: none">• Multiplication and Division• Multiplication and Division• Measurement (time)</div> <div><ul style="list-style-type: none">• Multiplication and Division• Fractions• Measurement (length)<p>Unit 7</p><ul style="list-style-type: none">• Decimals• Addition and Subtraction• Statistics<p>Unit 8</p><ul style="list-style-type: none">• Multiplication and Division• Percentages (including fractions and decimals)• Measurement (perimeter and area)</div> <div><ul style="list-style-type: none">• Multiplication and Division (including measurement – money)• Fractions• Measurement (volume and capacity)<p>Unit 11</p><ul style="list-style-type: none">• Addition and Subtraction (including measurement – money)• Percentages (including fractions and decimals)• Position and Direction<p>Unit 12</p><ul style="list-style-type: none">• Multiplication and Division (including measurement – money)• Multiplication and Division (including measurement – money)• Statics</div>					
<p>Key Vocabulary</p> <p>Number and place value: ten thousands, one hundred thousands, powers of, integer</p> <p>Addition and subtraction: see previous years</p> <p>Multiplication and division: multiples, factors, prime numbers, square numbers, cube numbers, short division, product, dividend, divisor, quotient, operations</p> <p>Fractions, decimals and percentages: fifth, thousandths, mixed numbers, per cent (%), factors, integer, complements</p> <p>Measurement: decimal notation, scaling, metric units, imperial units, inches, compound shape, irregular shapes, square centimetres, square metres, cubic centimetre, pounds, pints</p> <p>Geometry: regular polygon, irregular polygon, reflex angles, degrees, one whole turn, angles on straight line, angles around a point, vertically opposite, missing angles, reflection</p> <p>Statistics: timetables, two-way tables</p>					
<p>Busy Ant Maths Year 5 Medium Term Plans</p>					
Cross-curricular Mathematics	Capacity, time, graphs and tables (science)		Measure, graphs and tables (science) Mayan numerals, Mexico holiday problem solving and budget. Time zones. (science and geography)	Measure plants, time and line graphs (science) U.S.A. time zones (geography)	
Science	Properties and Changes of Materials <i>Line of scientific enquiry examples:</i>	Forces <i>Line of scientific enquiry examples:</i>	Earth & Space <i>Line of scientific enquiry examples:</i> <i>Observation over time: Can I explain the phases of the moon over a lunar month?</i>	Living Things and their Habitats <i>Line of scientific enquiry examples:</i>	Animals Including Humans (Life Processes) <i>Line of scientific enquiry examples:</i>


	<p>Fair testing: Can I find out whether a cool bag keeps a hot potato hot compared with a hot potato left on a plate?</p> <p>Identifying and classifying: Can I group changes based on whether they are reversible or irreversible?</p> <p>Pattern seeking: Can I find out how the temperature of water affects how quickly something dissolves?</p> <p>Research: Can I find out which materials are recyclable?</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 	<p>Fair testing: Can I find out how the type of material used affects how quickly a parachute falls to the ground?</p> <p>Identifying and classifying: Can I label and name all the forces acting on the objects in each of these situations?</p> <p>Pattern seeking: Do all objects travel through water in the same way?</p> <p>Research: Can I find out why Sir Isaac Newton was an important scientist?</p> <ul style="list-style-type: none">  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and 	<p>Pattern seeking: Can I investigate night and day length in different parts of the earth?</p> <p>Research: Can I name and describe features of the planets in our solar system? Can I find out why Caroline Herschel and Galileo are important to our understanding of earth and space today?</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Identify and describe features of the planets in our solar system Describe the movement of the Moon relative to the Earth, explaining the different phases of the Moon Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky <p>Galileo and Caroline Herschel – Planets orbiting the Sun and first woman to discover a comet.</p> <p>EYFS and Y1 – Seasons and weather patterns Y3 – forces and magnets</p>	<p>Identifying and classifying: Can I identify the parts of a plant and say which are male and female?</p> <p>Pattern seeking: Is there a relationship between number of petals and number of Stamens?</p> <p>Research: Can I analyse and compare the life cycles of plants, mammals, amphibians, insects and birds?</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals <p>Gregor Mendel – Genetics</p> <p>Year 4 - Living Things and Their Habitats</p>	<p>Identifying and classifying: Can I describe all the stages of human development?</p> <p>Observation over time: Can I identify the changes that take place in old age?</p> <p>Pattern seeking: Is there a relationship between a mammal's size and its gestation period?</p> <p>Research: Can I find out how Jane Goodall made links between chimpanzees and humans?</p> <ul style="list-style-type: none"> Describe the changes as humans develop throughout their life Describe the changes as humans develop to old age in the context of the development of babies in their first year Report findings in the context of the
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	<ul style="list-style-type: none"> Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible 	<p>friction, that act between moving surfaces</p> <ul style="list-style-type: none"> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Isaac Newton – Gravity</p> <p>Year 3 - Forces and Magnets</p>			<p>gestation period for animals</p> <ul style="list-style-type: none">  Explain reproduction, fertilisation and seed dispersal <p>Jane Goodall – study of chimpanzees and their behaviours</p> <p>All previous Year groups</p> <p>COP∞ – Protecting animal habitats</p>
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	<p>Joseph Priestley – Chemist (discovery of oxygen)</p> <p>Biographies & explanations</p> <p>COP∞ – Recycling</p> <p>Y1 and Y2 - Materials</p> <p>Y4 – States of Matter</p>				
	<p>Key Vocabulary</p> <p>Materials (States of Matter) – thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material, transparency, condensing, evaporating, freezing, melting</p> <p>Forces – force, gravity, Earth’s gravitational pull, weight, mass, air resistance, water resistance, friction, buoyancy, streamlined, mechanisms, simple machines, levers, pulleys, gears</p> <p>Earth and Space – Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), sphere, satellite, spherical bodies, Solar System, rotate, star, orbit, axis, geocentric model, heliocentric model, astronomer</p> <p>Living Things in their Habitats – life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings</p> <p>Animals Including Humans – puberty, fertilisation, prenatal, gestation, asexual reproduction, sexual reproduction, adolescence, puberty, menstruation, adulthood, life expectancy, the vocabulary to describe sexual characteristics in line with the school’s RSE policy</p>				
Working Scientifically	<ul style="list-style-type: none"> Plan different types of scientific enquires, to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, clarification keys, tables, scatter graph, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquires, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or prove false ideas or arguments 				
Geography	<p>Anglo Saxons & Vikings – Invaders & Settlers</p> <ul style="list-style-type: none"> Use Atlases to find cities with Anglo Saxon names (prefixes & suffixes) Compare Anglo Saxon areas with current English counties Locate and discover Lindisfarne & Holy Island 	<p>The Ancient Maya Civilization</p> <ul style="list-style-type: none"> Locate the countries of Central America – for example: Mexico, Belize, El Salvador, Honduras and Guatemala Understand the importance of tourism - Mexico as a holiday destination Chichen Itza and its location using maps and atlases 	<p>North America and The U.S.A.</p> <ul style="list-style-type: none"> Locate the countries that make up North America Research and understand different biomes: tundra, deserts, everglades, rivers, mountains Locate and compare and contrast the environmental regions that make up North America 		


	<ul style="list-style-type: none"> Explain why settlements develop in certain locations, using geographical features to support ideas Describe key features on maps <p>Year 3 & 4 – Map Skills</p>	<ul style="list-style-type: none"> Locating and researching into geographical features, mountains, rainforests, seas & ocean that surround Central America Why do earthquakes happen in Central America? Understand the lines of Longitude & latitude and their usage <p>COP∞ – Climate Change</p> <p>Year 4 – Volcanoes and Earthquakes</p>	<ul style="list-style-type: none"> Identify Physical & Human Geography: for example: Mississippi, Niagara Falls, Rockies, Disneyland etc Map skills – locating states, major environmental regions etc <p>COP∞ – Climate Change</p> <p>Liverpool and Mersey Ferry identifying the features of the river, Fieldwork opportunities.</p> 
	<p>Key Vocabulary The UK- fell, hill, ford, by (farm or village), ness (coastal headland), ham (village), stow/stowe (meeting place or holy place), barrow (woodland), ton/tun (enclosed village), farmland, manorhurst (wooden hill), wick/wich (produce of a farm) port (market town), mouth (mouth of a river or estuary), stead/sted (place), leigh/lee/ley (forest clearing), toft (small village), bury/borough/burg (fortified place), kirk/kir (church), holme (marshy, wet farmland, or island), counties, borders. The world- volcano, magma chamber, earthquake, tectonic plate, continent, Central America, land mass, equator, hemispheres.</p>		
History	<p>Anglo Saxons & Vikings – Invaders & Settlers</p> <ul style="list-style-type: none"> Who were the Anglo Saxons & Vikings and why did they invade and settle in Great Britain? Where did they settle? Why? Jutes, Angles, Saxons, Britons, Picts and Scots and their struggle for land What did the Anglo Saxons bring to Great Britain that we still use today? Use a range of sources to decide if Alfred the Great was really great? Analyse artefacts from Sutton Hoo What is Sutton Hoo and who discovered this historical site? What can we learn from/about the archaeological dig? What is the importance of historical artefacts? Understand the ongoing Anglo-Saxon and Viking struggle for power in England. <p>Y4/Y3-Ancient Civilisations</p>	<p>The Ancient Maya Civilization</p> <ul style="list-style-type: none"> Who were the Maya and what did they discover/invent that we still use in Great Britain today? Comparisons of Ancient Maya life and concurrent British history Number, writing, calendar, astronomy/stargazing/observatories, chocolate To research into the importance of Chichen Itza: this historical site to the Maya and how/why it was used for worship Who invaded Mexico and why? Are the Maya still alive today? Discuss the validity of primary sources like the San Bartolo mural Describe the history of chocolate <p>Y4/Y3-Ancient Civilisations</p>	<p>Slave Trade & black history</p> <ul style="list-style-type: none"> How/where did it begin? Who were Rosa Parks, Martin Luther King (Jnr) and how did they influence change in the world so that we have human and civil rights today? Independent learning to create their own information book on the history/journey of the Civil Rights movement <p>International Museum of Slavery visit to gain further insight and to use a wide range of sources to consolidate their learning</p>
	<p>Key Vocabulary</p>		


	<p>Specific-settlement, invade, Sutton Hoo, Anglo Saxons, excavation, The Jutes, Britons, Picts, Scots, fertile, monastery, Maya, Mayan, empire, civilisation, pyramid, dynasty, codex, hieroglyphics, rituals, sacrifice, monarchy, society, astronomy, indigenous, Hun Hunahpu.</p> <p>General-BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons, first hand evidence, second hand evidence, significance, biased.</p>				
Religious Education	<p>How do Christians seek to bring God's Kingdom on earth?</p> <ul style="list-style-type: none"> Understand how our talents have an impact on our local community. Understand and explain what Jesus meant in the parable of the talents. Investigate why the Bible is important to Christians. Compare the Bible to other sacred texts. Investigate how a church leader uses their gifts and talents to bring God's kingdom on earth. 	<p>What Sikhi beliefs are important to Sikhs? Why is community & equality important to Sikhs?</p> <ul style="list-style-type: none"> Explain how Sikhs believe in all pathways leading to God. Understand an overview of the Sikh religion. Explain the symbolism of the 5 K's for some Sikhs. Explain what values are important to Sikhs. 	<p>How does having faith affect people's lives? Arch Bishop of York Young Leaders Award – Social Action</p> <ul style="list-style-type: none"> How Can I Change the World to Make it a Better Place to Live? What Skills Makes a Strong Leader? How Can I Show: 'Love my Neighbour as Myself'? How Can I Improve My Local/National/Global Community? How Important is it to Say Thank You? Does it Matter if Someone Forgets? Why? 	<p>Why do Christians believe that Easter is a celebration of victory?</p> <ul style="list-style-type: none"> Explain how the life of Jesus was a sacrifice. Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness. Evaluate diverse Christian expressions of worship. 	<p>How is Muslim belief demonstrated through family life? Why are the 5 pillars important to Muslims?</p> <ul style="list-style-type: none"> Identify, describe, and explain key Muslim beliefs related to Allah (God). Describe how Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will, including Jihad as an 'inner struggle with oneself' to become a better Muslim. Name the Five Pillars and explain why they are important to the majority of Muslims. Explain and assess how all Muslims are part of the Ummah by showing how the Five Pillars enable Muslims to have peace with God. Explain how Muslim organisations help people in need.
	<p>Key Vocabulary</p> <p>Christianity – Talent, Kingdom of God, Jesus, Christianity, Christians, Church, Parable, sacrifice, victory, triumph, salvation, resurrection, redeemer, road to Emmaus, forgiveness, community, faith.</p> <p>Sikhi- Sikhi, Sikh, Guru Granth Sahib, Sargun, Nirgun, 5Ks, Gurdwara, Seva, Pilgrimage, Golden Temple,</p> <p>Islam- Five Pillars (Shahadah, Sawm, Salah, Zakah, Hajj), Kabbah, Badah, Achlaq, Mumin, Ummah</p>				
	Gymnastics		Dance		Athletics


Physical Education 	<ul style="list-style-type: none"> • Perform longer and more complex sequences • Develop the ability to link moves and balances smoothly • In sequences, include change in level, speed and direction 	<p>Cha Cha Cha</p> <ul style="list-style-type: none"> • Hand to Hand – steps broken down, improved and continued • Wepa Cha – steps broken down, improved and continued • Cuban Breaks – steps broken down, improved and continued <p>Zumba</p> <ul style="list-style-type: none"> • Reggaeton – stomp, knee lift, 2-step bounce • Merengue – march, 2-step, 6-count Beto shuffle • Samba – basic, whisk, volta, Botafoga <p>Country Dancing</p> <ul style="list-style-type: none"> • Line Dancing • Grape vine • Pairs, working collaboratively with others 	<ul style="list-style-type: none"> • Perform long jump and vertical jump, understanding how to improve performance • Passing baton on the move, increasing the speed that the skill is performed at • Develop power when throwing a javelin • Running over bigger distances – pacing, continuous training
	<p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations <p><i>Aims and objectives for the end of KS2</i></p>	<p>Invasion games</p> <ul style="list-style-type: none"> • Throwing and catching for points in modified games • Identifying tactics to improve performance needed for the specific sporting activities • Understanding and implementing rules • Lead warm-ups and understand the benefits <p>Net games</p> <ul style="list-style-type: none"> • Perform an overarm serve from the base line • Perform a volley shot in game situations 	<p>Striking and fielding games</p> <ul style="list-style-type: none"> • Perform accurate overarm throws both in a static position and on the move • Basic fielding techniques – backing up, long barrier
	<p><u>Key Vocabulary</u> Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, possession, space, body tension, pace, sequence, marking, hip action, arm-ography</p>		
Art	<p>Focus Artist: Picasso Focus Skill: Drawing / Digital Art</p>	<p>Focus Artists: Frida Kahlo & Diego Rivera Focus Skill: Painting</p>	<p>Focus Artist: Andy Warhol – Pop Art Focus Skill: Printing - collagraph and relief</p>

	<ul style="list-style-type: none"> • Work in a sustained and independent way to create an accurate, detailed drawing • Develop key elements of their work (line, tone, pattern, texture) • Draw from different viewpoints considering horizon lines • Begin to consider perspective • Use different techniques for purpose e.g., different styles of shading • Work from a variety of sources including observation and photographs to develop own work • Research Picasso and Cubism • Draw in the style of Cubism • Take digital photos, and use software to alter them, adapt them and create work with meaning • Create a Picasso inspired image using photographs • Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools • Combine graphics and text digitally • Understand that a digital image can be made up of different layers • Create layered images from original ideas • Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose • Begin to use digital media to record and evaluate a creative learning journey 	<ul style="list-style-type: none"> • Be able to discuss colours that depict moods in paintings • Mix and match colours to objects in the natural or man-made forms • Know how hues are created using water colours and acrylics • Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices • Discuss how colour can be used to express ideas, feelings and mood • Confidently control the types of marks made and experiment with different effects and textures • Discuss Frida Kahlo and Diego Rivera's contributions to Mexican art • Make comparisons between two artists and their work • Choose one of these artists as inspiration for own painting • Annotate sketches to explain and elaborate ideas 	<ul style="list-style-type: none"> • Research Pop Art and how Andy Warhol (and Jim Dine) was influential to this movement • Make printing blocks to create an accurate printing design (collagraph and relief) • Look carefully at the methods used and make decisions about printing methods • Decide which type of print works best for different purposes • Create an Andy Warhol style print with attention to detail and colour • Explore printing from other cultures and time periods • Observe print patterns in the natural and man-made world
	<p>Key Vocabulary</p> <p>Painting – complementary colours, warm colours, cool colours, inspiration</p> <p>Printing – collagraph, relief, positive space, negative space, pattern</p> <p>Drawing – detail, horizon line, perspective, shading, Cubism</p> <p>Digital Art – digital photo, software, manipulate, graphics, text, layers, filter, special effects</p>		
Design Technology	Viking Longboats – Structure	Mayan Chocolate bars – Food	Design a Roller Coaster – Structure/Mechanism

	<ul style="list-style-type: none">• Can I research different Anglo Saxon or Viking boats, stating features that I like and dislike?• Can I generate and develop ideas through group discussions and labelled designs?• Can I design and develop a product to meet a design brief?• Can I select from and consider the use of a range of materials according to their functional properties?• Can I regularly collaborate with my peers and consider the views of others to improve my work?• Can I evaluate my ideas against the design criteria and consider improvements to my work? <p>Designer: Alec Issigonis</p>		<ul style="list-style-type: none">• Can I make links to how the Mayans used chocolate?• Can I design and develop a product to meet a design brief?• Can I taste and select good ingredients to use in my chocolate bar?• Can I design an eye-catching wrapper that links to the Mayans?• Can I create a name and logo for my product?• Can I evaluate my ideas against the design criteria and consider improvements to my work? <p>Chef: Heston Blumenthal</p>		<ul style="list-style-type: none">• Can I present my findings from my Disney and roller coaster research?• Can I identify different features of materials and state how they are useful?• Can I design and develop a product to meet a design brief?• Can I make a model of our roller coaster as a marble run, selecting and joining different materials?• Can I create a name and logo for my roller coaster?• Can I regularly collaborate with my peers and consider the views of others to improve my work?• Can I evaluate my ideas against the design criteria and consider improvements to my work? <p>Designer: Antonio Gaudi</p>	
	<p>Key Vocabulary Design, evaluate, research, prototype, material, construct, structure, joining, technique, scale, model, balance, up thrust, hull, oars, sail, mast, packaging, logo, brand, cacao bean, theme, roller coaster, Disneyland</p>					
	Music	<p>Charanga</p> <ul style="list-style-type: none">• Livin’ On a Prayer• Rock• Rock Anthems <p>Key vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>	<p>Charanga</p> <ul style="list-style-type: none">• Classroom Jazz 1• Bossa Nova and Swing• Jazz and Improvisation <p>Key vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, big bands, improvise, pulse, rhythm, pitch,</p>	<p>Charanga</p> <ul style="list-style-type: none">• Make You Feel My Love• Pop Ballads <p>Key vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Charanga</p> <ul style="list-style-type: none">• The Fresh Prince of Bel-Air• Old-School Hip-Hop <p>Key vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>	<p>Charanga</p> <ul style="list-style-type: none">• Dancing in the Street• Motown <p>Key vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>

		tempo, dynamics, riff, hook, solo				
	<u>Music Year 5 – Knowledge and Skills</u>					
Computing 	Online safety <ul style="list-style-type: none">To know different ways we can communicate online.To understand how online information can be used to form judgements.To understand some ways to deal with online bullying.To know that apps require permission to access private information and that you can alter the permissions.To know where I can go for support if I am being bullied online or feel that my health is being affected by time online. Computer systems and networks – Search engines <ul style="list-style-type: none">To know how search engines work.To understand that anyone can create a website and therefore we should take steps to check the validity of websites.To understand what copyright is.To know the difference between ROM and RAM.	Data Handling – Mars Rover 1 <ul style="list-style-type: none">To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.To know what numbers using binary code look like and be able to identify how messages can be sent in this format.To know what simple operations can be used to calculate bit patterns. Creating media – Stop motion animation <ul style="list-style-type: none">To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.To know that decomposition of an idea is important when creating stop-motion animations.To know that editing is an important feature of making and improving a stop motion animation. Safer Internet Day	Programming – Programming music <ul style="list-style-type: none">To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.To understand that using loops can make the process of writing music simpler and more effective.			
	Key Vocabulary Online safety - accurate information, advice, app permissions, apps, bullying, communication, health, judgement, memes, mental health, mindfulness, mini-biography, online communication, organisation, positive contributions, real world, strong password, summarise, support Computer systems and networks – Search engines - appropriate, credit, data leak, deceive, fair, inappropriate, incorrect, index, keywords, privacy, rank, real, TASK, web crawler Data Handling – Mars Rover 1 - 8-bit binary, addition, ASCII, binary code, boolean, byte, construction, CPU, data transmission, decimal numbers, discovery, distance, hexadecimal, Mars Rover, moon, radio signal, RAM, research, scientist, signal, simulation, subtraction, transmit Creating media – Stop motion animation - animator, character, flip book, fluid movement, frame, model, still image, thaumatrope, zoetrope Programming – Programming music - beat, bugs, coding, command, melody, mindmap, performance, pitch, play, rhythm, tempo, timbre, tutorials					

<p>French</p> 	<p>Class rules in French Lessons.</p> <p>Revisions: Greetings New Song/Chanson: Bonjour, Salut! Locate Lyon/Dijon + Europe countries in French.</p> <p>Étoile du jour (Star of the day)</p> <p>Le cahier de français: Prénom, nom de famille, le drapeau français. Les verbes et les questions: Quel est ton prénom? Mon prénom est... Practice.</p> <p>Class instructions + End of day instructions. + Prayer in French /translation with dictionary.</p> <p>Date & Weather (Report) Paper work. (word search/match sentences.)</p> <p>Numbers 1-100 Recall song/video</p> <p>Colours</p>	<p>Culture: Halloween /All Saints Day/Toussaint / Text. Review Vocab (+bonbon...), song.</p> <p>Recall Body parts Paperwork body: Je suis malade + J'ai mal.... Gram: Preposition a la, a le=au, aux... (Dr game/ dice/ cards of different body parts) Recall feelings?</p> <p>+ Gram: Learn "très" and negative form of verb.</p> <p>Culture: 11 Nov/ Le jour du souvenir. Recall vocabulary from previous years + new vocab (word search) Gram: fem/masc/pl/phonic s...</p> <p>Christmas vocab. Merry Christmas/Joyeux Noël Traditional Food 24th evening. + Recall songs + new song: Mon beau sapin</p>	<p>Happy New Year/ Bonne année</p> <p>Culture/ 6 Jan: l'Épiphanie / la galette des rois Vocab. La recette + Video</p> <p>New Song/Chanson: Vent frais...</p> <p>L'alphabet + Phonics/Graphemes table</p> <p>Recall Multiples of 10 up to 100</p> <p>Culture/ 2 Feb: la Chandeleur (Candlemas)/ Crêpes/pancakes... La Recette</p>	<p>Culture: Recall Mardi Gras (Shrove Tuesday) Carnival, Crêpes...</p> <p>Recall seasons + New poem/ weather: Quel temps fait il? Paper work + French Geography. Town of France/Les villes de France. Powerpoint /monuments/food...</p> <p>Culture/20 March/ Francophonie day! Les continents/Video</p> <p>Culture/Fête des Mères (Mothers Day/ different date in France: 29th May) Revise Family vocab + Describe my family in writing.</p> <p>School uniform/Mon uniforme ... Je porte /Dessin Verbe porter (to wear) Recall Clothes/Les vêtements/+ new Qu'est-ce que tu portes? paper work/ wordsearch. Gram: Et/ conjunction.... + colours adjectives agreement.</p>	<p>Petit déjeuner Paper work New Song: le petit déjeuner Food I like/ don't like Gram: Negative form. + c'est bon, délicieux, dégoûtant, mauvais. Quantity: Beaucoup/un peu... + Meals/ les repas: déjeuner/gouter/ diner Bon appetit! Verbes: manger (to eat), boire (to drink) Gram: Questions/Answers: Que manges tu au petit déjeuner? Sentence Building: Eg: au petit déjeuner, je mange.....au gouter je mange.....</p> <p>Culture/ 1 Mai: Fête du Travail: Dessiner le muguet et Faits.</p> <p>Culture/ 8 Mai: Victoire de 1945 (Colours les pays de l'entente/ pays en français)</p> <p>Recall Fruits vocab & song / vegetables Paper work: Mots mêlés/ fruits + Devinette / traduire avec dico (eau)</p>	<p>Asking for food in a café: Qu'est-ce que vous voudriez? Je voudrais... Verbe vouloir (to want)? Role play/c'est combien? Book: Du ketchup sur tes cornflakes?</p> <p>Euros</p> <p>Culture/ 19 June: Fête des pères (Father's Day) New Song: Ma famille. Use of bilingual dictionary.</p> <p>Culture/ 21 juin: Fête de la musique: recall all songs, instruments and learn music style. Express like and dislikes... j'aime, je n'aime pas, j'adore, je deteste. Gram: Recall Negative form of verb.</p> <p>Culture/ La Fête Nationale - 14 juillet /text/ (Questions words: Qui/quoi/quand/comm ent...) Eg. of questions, to create together.</p>
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	<p>All vocabulary + All about me</p> <p>Grammar points</p> <p>L'alphabet/ Review main phonics + card game/ Je voudrais... Present phonics table</p> <p>Songs</p>			<p>Game to match colour words with clothes words!</p> <p>Culture/mid April: Joyeuses Pâques Easter vocabulary Song: Frère Jacques</p>	<p>New Song: Les legumes Gram: Spot Adjectives.</p> <p>Multiples of 100 up to 1000</p>	
	<p>Happy birthday /Joyeux anniversaire Mon anniversaire est le</p> <p>Happy holidays / Bonnes vacances</p> <p>Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut, Taisez-vous, Regardez, Ecoutez, Oui, Non, S'il vous plait, Chantez, Comptez... + Excusez moi, Pardon, Écrivez, Dessinez, Colouriez, Découpez, Pliez, Coller, Distribuez, Ouvrez, Fermez, Rangez , Répétez, Croisez les bras.</p> <p>+ End of day class instructions: Rangez les tables, Prenez votre livre, Prenez votre sac, prenez votre boîte repas, prenez votre bouteille d'eau, Prenez vos vêtements, Priez.</p> <p>Date: day, number, month.</p> <p>Various Grammar points: Gender nouns: Masculinee/femininee, Simple Plural, Adjectives agreement and words order, Definite (le,la,les) & Indefinite (un,une,des) articles, Possessives, Partitive articles (du/de/des), Formal and unformal (tu/vous), Learning how to ask questions... Negative form (ne....pas), Prepositions of places: en, au, a la, aux, dans, Conjugation of simple verbs and simple pronouns: Etre, Avoir, Etre, Aller, Manger, Habiter, Jouer, Faire...</p> <p>Use of bilingual dictionary.</p> <p>French Phonics /Graphemes</p> <p>Sentence building: Present tense simple verbs and simple pronouns: Etre, Avoir, Aimer, Aller, Manger, Habiter, Jouer, Faire.</p>					
<p>PSHE/Sex and Relationships/ Safeguarding</p> 	<p>Me and My Relationships</p> <p>How good a friend are you?</p> <ul style="list-style-type: none"> Demonstrate how to respond to a wide range of feelings in others 	<p>Valuing Differences</p> <p>Qualities of friendship</p> <ul style="list-style-type: none"> Define some key qualities of friendship Describe ways of making a friendship last 	<p>Keeping Safe</p> <p>Decision dilemmas</p> <ul style="list-style-type: none"> Recognise which situations are risky Explore and share their views about decision making when faced with a risky situation 	<p>Rights and Respect</p> <p>Rights, respect and duties</p> <ul style="list-style-type: none"> Define the differences between responsibilities, rights and duties; 	<p>Being the Best</p> <p>Star qualities</p> <ul style="list-style-type: none"> Describe 'star' qualities of celebrities as portrayed by the media Recognise that the way people are portrayed in 	<p>Growing and Changing</p> <p>Sex & Relationships</p> <p>Puberty</p> <p>How are they feeling?</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the

	<ul style="list-style-type: none"> • Give examples of some key qualities of friendship • Reflect on their own friendship qualities <p>Relationship cake recipe</p> <ul style="list-style-type: none"> • Identify what things make a relationship unhealthy • Identify who they could talk to if they needed help <p>Being assertive</p> <ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. 	<ul style="list-style-type: none"> • Explain why friendships sometimes end <p>Is it true?</p> <ul style="list-style-type: none"> • Understand that the information we see online, either text or images, is not always true or accurate • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation <p>Happy being me</p> <ul style="list-style-type: none"> • Develop an understanding of discrimination and its injustice, and describe this using examples 	<ul style="list-style-type: none"> • Suggest what someone should do when faced with a risky situation <p>Would you risk it?</p> <ul style="list-style-type: none"> • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these <p>Spot Bullying</p> <ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between 	<ul style="list-style-type: none"> • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. <p>Lend us a fiver!</p> <ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. <p>Fact or opinion?</p> <ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read. 	<p>the media isn't always an accurate reflection of them in real life</p> <ul style="list-style-type: none"> • Describe 'star' qualities that 'ordinary' people have <p>Independence and responsibility</p> <ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe • Identify ways that they can help these people 	<p>intensity of different feelings</p> <ul style="list-style-type: none"> • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these • Explain strategies they can use to build resilience <p>Changing bodies and feelings</p> <ul style="list-style-type: none"> • Know the correct words for the external sexual organs • Discuss some of the myths associated with puberty <p>Taking notice of our feelings</p> <ul style="list-style-type: none"> • Understand what kinds of touch are acceptable or unacceptable • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch
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		<ul style="list-style-type: none"> • Empathise with people who have been, and currently are, subjected to injustice, including through racism • Consider how discriminatory behaviour can be challenged 	online and face-to-face bullying.			
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Key Vocabulary

Me and My Relationships – negotiation, compromise, conflict, resolution, insensitive, sensitive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe.

Valuing Difference – excluded, discrimination, prejudice, diverse, multicultural society, sex, sexual orientation, gender identity, gender expression, racism.

Keeping Safe – assessing risk, pressure, influence, risk taking, dare, resist pressure, substance, stimulant, habit, addiction, norms, perception, cigarettes, alcohol.

Rights and Respect – responsibility, fact, opinion, rights, duties, borrow, loan, credit, debit, interest, costs, wages, salaries, rent.

Being My Best – perseverance, commitment, resilience, determination, patience, interpersonal skills, independence, responsibility, personal qualities, celebrities.

Growing and Changing – wellbeing, resilience, trust, unwanted attention, unwanted touch, confidential, testicles, foreskin, anus, erection, bra, body anxiety, penis, period protection, sweat, washing, body confidence, emotions, spots, body autonomy, body odour, hormones, hydration, exercise, sleep, breast development, hips widen, period, menstruation, genitalia, puberty, hormones, emotional change, mood swings.