



Moorgate Primary School



Year 5 INTENT

Overview 2020/2021

Class Teacher: Louise Wilson

Date Completed: July 2020



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Year 5 Yearly Overview – Teacher: Louise Wilson



Year 5 Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	Astronomical Adventurers	May the Force be With You!	Wandering in Bolton	Invaders and Settlers!	The Rise to Valhalla!
Wow Factor	Star link viewing Space exhibition	Make your own river Parachute with eggs Trip to local river	Local trip	Dress up day and invading school	Viking role play
English	<p>Cosmic <i>Frank Cottrell Boyce</i></p> <p>The Jamie Drake Equation <i>Christopher Edge</i></p> <p>The Skies Above My Eyes <i>Charlotte Guillain & Yuval Zommer</i></p> <p>Dr Maggie's Grand Tour of the Solar System <i>Dr Maggie Aderin-Pocock</i></p> <p>Spaced Out <i>James Carter, Brian Moses & Various Poets</i></p>	<p>Queen of the Falls <i>Chris Van Allsburg</i></p> <p>Journey to the River Sea <i>Eva Ibbotson</i></p> <p>Floodland <i>Marcus Sedgwick</i></p> <p>Rhythm of the Rain <i>Grahame Baker-Smith</i></p> <p>The Rainmaker Danced <i>John Agard</i></p> <p>Eye of the Storm <i>(Literacy shed)</i></p>	<p>Cogheart <i>Peter Bunzl</i></p> <p>Horrible Jobs of the Industrial Revolution <i>Leon Gray</i></p> <p>The Raven <i>Edgar Allan Poe</i></p>	<p>Beowulf <i>Michael Morpurgo</i></p> <p>The Buried Crown <i>Ally Sherrick</i></p> <p>Freedom for Bron: The Boy Who Saved a Kingdom <i>N. S. Blackman</i></p> <p>You Wouldn't Want to be an Anglo-Saxon Peasant! <i>Jacqueline Morley & David Antram</i></p>	<p>Who Let the Gods Out? <i>Maz Evans</i></p> <p>Viking Boy <i>Tony Bradman</i></p> <p>Odd and the Frost Giants <i>Neil Gaiman</i></p> <p>Vikings in 30 Seconds <i>Philip Steele</i></p>
	<p>Information text</p> <p>Narrative</p> <p>Non-fiction reports</p> <p>Persuasion</p> <p>Poetry</p>	<p>Fantasy narrative</p> <p>Setting description</p> <p>Character description</p> <p>Flashback</p> <p>Diary entry</p> <p>Pathetic fallacy</p> <p>Poetry</p>	<p>Diary Entry</p> <p>Newspaper report</p> <p>Journalistic writing</p> <p>Balanced argument</p> <p>Letters</p>	<p>Personification</p> <p>Internal monologue</p> <p>Poetry</p> <p>Performance poetry</p> <p>Instructional writing</p> <p>Narrative</p> <p>Persuasion</p>	<p>Journalistic writing</p> <p>Newspaper Article</p> <p> kennings</p> <p>Biographical Writing</p> <p>Setting Description</p> <p>3rd Person Narrative</p>



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		Information text				Non-fiction reports Debate
Maths	Number: Place Value Addition and subtraction Statistics	Number: Multiplication and division Perimeter and area	Number: Multiplication and division	Fractions Decimals and percentages	Decimals Geometry: Properties of shape	Position and direction Measurement: Converting units Measure: Volume
Science	Earth and Space	Forces	Properties and changes of everyday materials	Living things and their habitats	Animals including humans:	
Geography	World Physical Geography World climates and features	Rivers and land change Contrasting localities	Local area study	Trade links and economic activity	Grid references- 8 figure compass points and OS maps	
History	Famous leaders British Monarchs	Impact of industry in Bolton		Anglo Saxons	Vikings	
D&T	Recycled materials	Flood management			Engineering	
Art	Sketching (Artist Frida Kahlo)	Painting and Colour mixing	Computer Aided/ Digital Artwork		Using a range of media	
RE	God Creation	Incarnation	Gospel Salvation	Judaism	Hinduism	
PE	Games	Games	Gymnastics/Dance	Games: Outdoor and Adventure	Games: Athletics	
Computing	Digital Citizenship/Online Safety	Digital Literacy	Computer Science	Information Technology	Greater Depth Project Digital Literacy/Computer Science/STEM	



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PSHCE	Family and Friendships Safe Relationships	Respecting Ourselves and Others	Belonging to a community Media Literacy and digital resilience	Money and Work Physical health and mental wellbeing	Growing and Changing Keeping Safe
Music	Astronomical Adventurers	May the Force be With You!	Wandering in Bolton	Invaders and Settlers!	The Rise to Valhalla!
	Romantic (1830- 1900)				
MFL	Listen and Explore	Engage in Conversations	Develop Pronunciation	Read and Broaden Vocabulary	Understand Basic Grammar and Write Phrases



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Project Title	<u>Astronomical Adventurers</u>	<u>May the Force be With You!</u>	<u>Wandering in Bolton</u>	<u>Invaders and Settlers!</u>	<u>The Rise to Valhalla!</u>
Enquiry Question	Is the Sun the centre of our Universe?	What are forces?	How has industry in Bolton changed since the Victorian period?	Are we a distant relative?	Were the Vikings unnecessarily vicious?
Wow Factor	Star link viewing Space exhibition	Make your own river Parachute with eggs Trip to local river	Local trip	Dress up day and invading school	Viking role play
English	<u>See English Intent Subject Overview</u>				
	Cosmic <i>Frank Cottrell Boyce</i> The Jamie Drake Equation <i>Christopher Edge</i> The Skies Above My Eyes <i>Charlotte Guillain & Yuval Zommer</i> Dr Maggie's Grand Tour of the Solar System <i>Dr Maggie Aderin-Pocock</i> Spaced Out <i>James Carter, Brian Moses & Various Poets</i>	Queen of the Falls <i>Chris Van Allsburg</i> Journey to the River Sea <i>Eva Ibbotson</i> Floodland <i>Marcus Sedgwick</i> Rhythm of the Rain <i>Grahame Baker-Smith</i> The Rainmaker Danced <i>John Agard</i> Eye of the Storm <i>(Literacy shed)</i>	Cogheart <i>Peter Bunzl</i> Horrible Jobs of the Industrial Revolution <i>Leon Gray</i> The Raven <i>Edgar Allan Poe</i>	Beowulf <i>Michael Morpurgo</i> The Buried Crown <i>Ally Sherrick</i> Freedom for Bron: The Boy Who Saved a Kingdom <i>N. S. Blackman</i> You Wouldn't Want to be an Anglo-Saxon Peasant! <i>Jacqueline Morley & David Antram</i>	Who Let the Gods Out? <i>Maz Evans</i> Viking Boy <i>Tony Bradman</i> Odd and the Frost Giants <i>Neil Gaiman</i> Vikings in 30 Seconds <i>Philip Steele</i>



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	Information text Narrative Non-fiction reports Persuasion Poetry	Fantasy narrative Setting description Character description Flashback Diary entry Pathetic fallacy Poetry Information text	Diary Entry Newspaper report Journalistic writing Balanced argument Letters	Personification Internal monologue Poetry Performance poetry Instructional writing Narrative Persuasion	Journalistic writing Newspaper Article Kennings Biographical Writing Setting Description 3 rd Person Narrative Non-fiction reports Debate	
Maths	<u>See Maths Intent Subject Overview</u>					
	Number: Place Value Addition and subtraction Statistics	Number: Multiplication and division Perimeter and area	Number: Multiplication and division	Fractions Decimals and percentages	Decimals Geometry: Properties of shape	Position and direction Measurement: Converting units Measure: Volume
Science	<u>Earth and Space</u>	<u>Forces</u>	<u>Properties and changes of everyday materials</u>	<u>Living things and their habitats</u>	<u>Animals including humans:</u>	
	<ul style="list-style-type: none"> • Describe the movement of the Earth and other planets relative to the sun in the solar system • Describe the movement of the moon relative to the Earth • 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 	<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 friction, that act between moving surfaces • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<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 • Know 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 	<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 	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age 	



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			<ul style="list-style-type: none"> 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, including changes associated with burning and the action of acid on bicarbonate of soda 		
Geography	<u>World Physical Geography</u> <u>World climates and features</u>	<u>Rivers and land change</u> <u>Contrasting localities</u>	<u>Local area study</u>	<u>Trade links and economic activity</u>	<u>Grid references- 8 figure compass points and OS maps</u>
	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use the 8 points of a compass, 4- and 6-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.



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History	<u>Famous leaders British Monarchs</u>	<u>Impact of industry in Bolton</u>		<u>Anglo Saxons</u>	<u>Vikings</u>
	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Local History study 		<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Art	<u>Sketching (Artist Frida Kahlo)</u>	<u>Painting and Colour mixing</u>	<u>Computer Aided/ Digital Artwork</u>		<u>Using a range of media</u>
	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture. • To be taught about great artists, architects and designers in history 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture. • To be taught about great artists, architects and designers in history 	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture. • To be taught about great artists, architects and designers in history 		<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, • To be taught about great artists, architects and designers in history including drawing, painting and sculpture.
DT	<u>Recycled materials</u>	<u>Flood management</u>			<u>Engineering</u>
	<ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<ul style="list-style-type: none"> • 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 			<ul style="list-style-type: none"> • 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



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	<ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand how key events and individuals in design and technology have helped shape the world 			<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand how key events and individuals in design and technology have helped shape the world
RE	<u>God Creation</u>	<u>Incarnation</u>	<u>Gospel Salvation</u>	<u>Judaism</u>	<u>Hinduism</u>
	<ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. • Show how Christians put their beliefs into practice in worship. 	<ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas. 	<ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, and narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts 	<ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs about the Torah and how they use and treat it 	<ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs



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	<ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <hr/> <ul style="list-style-type: none"> • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. 		<ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. • Articulate their own responses to the issues studied, recognising different points of view <hr/> <ul style="list-style-type: none"> • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts 	<ul style="list-style-type: none"> • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish 	<p>about samsara, moksha etc.</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view
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PE	<u>Games</u>	<u>Games</u>	<u>Gymnastics/ Dance</u>	<u>Games: Outdoor and Adventure</u>	<u>Games: Athletics</u>
	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance
Computing	<u>Digital Citizenship/Online Safety</u>	<u>Digital Literacy</u>	<u>Computer Science</u>	<u>Information Technology</u>	<u>Greater Depth Project Digital Literacy/Computer Science/STEM</u>
	<ul style="list-style-type: none"> 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range 	<ul style="list-style-type: none"> 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> Possible Project: Game Creator Scratch 3, Kodu Creating games for younger audiences – ScratchJr



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			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		
PSHCE	<u>Family and Friendships</u> <u>Safe Relationships</u>	<u>Respecting Ourselves</u> <u>and Others</u>	<u>Belonging to a community</u> <u>Media Literacy and digital resilience</u>	<u>Money and Work</u> <u>Physical health and mental wellbeing</u>	<u>Growing and Changing</u> <u>Keeping Safe</u>
	<p>Children will learn:</p> <ul style="list-style-type: none"> • What makes a healthy friendship and how they make people feel included • Strategies to help someone feel included • About peer influence and how it can make people feel or behave • The impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • That it is common for friendships to experience challenges • Strategies to positively resolve disputes and reconcile differences in friendships 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To recognise that everyone should be treated equally • Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • What discrimination means and different types of discrimination e.g. racism, sexism, homophobia • To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • The impact of discrimination on individuals, groups and wider society • Ways to safely challenge discrimination 	<p>Children will learn:</p> <ul style="list-style-type: none"> • About how resources are allocated and the effect this has on individuals, communities and the environment • The importance of protecting the environment and how everyday actions can either support or damage it • How to show compassion for the environment, animals and other living things • About the way that money is spent and how it affects the environment • To express their own opinions about their responsibility towards the environment • To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To identify jobs that they might like to do in the future • About the role ambition can play in achieving a future career • How or why someone might choose a certain career • About what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • The importance of diversity and inclusion to promote people’s career opportunities • About stereotyping in the workplace, its impact and how to challenge it • That there is a variety of routes into work e.g. college, apprenticeships, university, training 	<p>Children will learn:</p> <ul style="list-style-type: none"> • About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • That for some people their gender identity does not correspond with their biological sex • How to recognise, respect and express their individuality and personal qualities • Ways to boost their mood and improve emotional wellbeing • About the link between participating in interests, hobbies and community groups and mental wellbeing



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	<ul style="list-style-type: none"> • That friendships can change over time and the benefits of having new and different types of friends • How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • When and how to seek support in relation to friendships • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • How to ask for, give and not give permission for physical contact • How it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact • How to respond to unwanted or unacceptable physical contact • That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about 	<ul style="list-style-type: none"> • How to report discrimination online 	<ul style="list-style-type: none"> • Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • That some media and online content promote stereotypes • How to assess which search results are more reliable than others • To recognise unsafe or suspicious content online • How devices store and share information 	<ul style="list-style-type: none"> • How sleep contributes to a healthy lifestyle • Healthy sleep strategies and how to maintain them • About the benefits of being outdoors and in the sun for physical and mental health • How to manage risk in relation to sun exposure, including skin damage and heat stroke • How medicines can contribute to health and how allergies can be managed • That some diseases can be prevented by vaccinations and immunisations • That bacteria and viruses can affect health • How they can prevent the spread of bacteria and viruses with everyday hygiene routines • To recognise the shared responsibility of keeping a clean environment 	<ul style="list-style-type: none"> • To identify when situations are becoming risky, unsafe or an emergency • To identify occasions where they can help take responsibility for their own safety • To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • How to deal with common injuries using basic first aid techniques • How to respond in an emergency, including when and how to contact different emergency services • That female genital mutilation (FGM) is against British law¹ • What to do and whom to tell if they think they or someone they know might be at risk of FGM
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	<ul style="list-style-type: none"> Whom to tell if they are concerned about unwanted physical contact 				
Music	<u>Astronomical Adventurers</u>	<u>May the Force Be With You!</u>	<u>Wandering in Bolton</u>	<u>Invaders and Settlers!</u>	<u>The Rise to Valhalla!</u>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music: The Romantic Era 				
MFL	<u>Listen and Explore</u>	<u>Engage in Conversations</u>	<u>Develop Pronunciation</u>	<u>Read and Broaden Vocabulary</u>	<u>Understand Basic Grammar and Write Phrases</u>
	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 	<ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 	<ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. 	<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<ul style="list-style-type: none"> 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.



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					<ul style="list-style-type: none">• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.• Describe people, places, things and actions orally and in writing.
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