

Year 5

Subject		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2				
RE		Creation and Covenant		Prophecy and Promise		Galilee to Jerusalem		Desert to Garden		To the Ends of the Earth		Dialogue and Encounter				
Maths		Place value	Addition & subtraction	Multiplication & division A	Fractions A	Multiplication & division B	Fractions B	Decimals & percentages	Perimeter & area	Statistics	Shape	Position & direction	Decimals	Negative numbers	Converting units	Volume
Topic		Lawmakers and Lawbreakers How has the idea of justice changed through time?				One World... One Chance... Where is our place in the world today?				Journeys through Time and Place Why do people move – and what do they leave behind?						
Driver Words		Justice, Authority, Change, Consequence				Diversity, Prejudice, Common Good, Belonging				Identity, Growth, Community, Legacy						
Key Texts		Holes Louis Sachar				Journey to the River Sea Eva Ibbotson				The Boy at the Back of the Class Onjali Q Raúf						
History/ Geography		History of Crime and Punishment History – A study of a theme in British history that extends pupils’ chronological knowledge beyond 1066				Rainforests: Lungs of The Earth Geography – a region within South America; key aspects of physical geography: climate zones; biomes and the water cycle				Mysteries of Maya History –a non-European society that provides a contrast with British history		On the Move: Understanding Refugees and Migration Geography – key aspects of human geography				
Science		The Laws of Physics Forces; Materials (changes to materials)				Earth and Beyond Space; Materials (properties of materials)				The Journey of Life Living things and their habitats; Animals, including Humans						
Art		Scandalous Sketches Drawing				Animals of the Rainforest Printing				Maya Art and Symbols: Sculpting the Past Sculpture						
Design		Locked, Loaded and Alarmed! Mechanics: cam systems				Threads of the Rainforest Textiles: Embroidery				#CookforSyria Cooking and nutrition						
PE		Hockey & Rugby		Gymnastics		Swimming & Dance		Cricket & Basketball		Rounders & Tennis		Athletics				
Music		Rhythm Patterns ‘I’ve Got Rhythm’		Musical Shows ‘Spaced Out’		Singing ‘An Occasional Song’		Genres and Styles ‘In Full Swing’		Soundtracks ‘At the Movies’		Carnival Music ‘Arriba El Carnaval!’				
Computing		Systems and Searching		Video Production		Selection in Physical Computing		Flat-File Databases		Introduction to Vector Graphics		Selection in Quizzes				
MFL - French		Recap Core Units		Unit J On Holiday		Unit K Eating Out		Unit L Hobbies		Unit N Seasons		Unit O The Environment				
PSHE	RHE	Created and Loved by God				Created to Love Others				Created to Live in Community						
	Project Evolve	Online Relationships		Online Bullying Online Reputation		Health, Well-being and Lifestyle		Self-image and Identity Copyright and Ownership		Privacy and Security		Managing Online Information				
	Additional	First Aid		Friendship Week		Safer Internet Week						Economic Wellbeing				

Year 5 - Autumn Term Curriculum

Lawmakers and Lawbreakers	
Big Question: How has the idea of justice changed through time?	
Curriculum Driver Words:	Justice, Authority, Change, Consequence
Key Texts:	Holes by Louis Sachar
Genres of Writing:	PVPG; non-chronological report; character description; recount (letter); setting description
Enrichment Opportunity:	

Topic Related Subjects
History Topic: History of Crime and Punishment Area of Study: A study of crime and punishment from British history that extends pupils' chronological knowledge beyond 1066 <i>Enquiry Question: How has the idea of justice changed through time?</i> <u>Key Knowledge</u> • Crime and punishment have changed significantly over time, but throughout history, societies have created laws to protect people and maintain order. • In Roman Britain, laws were written and enforced by magistrates. Punishments were harsh and included whipping, exile, execution and forced labour. There were no police — victims had to accuse and catch the criminal themselves. • In Anglo-Saxon England, communities were responsible for keeping law and order. People lived in small groups, and punishments included wergild (a fine paid to victims), stocks, or trial by ordeal, where guilt was tested through painful or dangerous tasks. • After 1066, the Normans introduced new laws and stricter punishments to control the population. Forest Laws made it illegal to hunt or cut wood in royal forests, and harsh punishments like mutilation and hanging were common. • In the Stuart period, particularly during the 1600s, hundreds of women were accused of witchcraft, often without evidence. Witch-hunts were fuelled by fear, religion, and superstition. Accused women could be imprisoned, tortured or executed, especially during the reign of King James I, who strongly believed in witches. • In the Tudor period, punishments were often public and designed to frighten others. These included hanging, branding, pillory, and beheading. Poor people were punished more severely than the wealthy. • The Victorian era saw major changes in the law. The police force was established (starting in 1829 by Robert Peel), and prisons became the main form of punishment. The focus began to shift from punishment to rehabilitation. • In modern times, crime is dealt with through a formal justice system including the police, courts, and prisons. Punishments include community service, fines, or prison. There is a greater focus on human rights, fairness, and rehabilitation. • Legacy: Over time, Britain has moved from harsh and painful punishments to a fairer justice system. Today, we have police, courts and prisons that aim to protect people, treat them equally and help them change. The way we deal with crime now has been shaped by the past. <u>Chronological Understanding</u> • Order significant events, movements and dates on a timeline • Describe the main changes in a period in history. <u>Events, People and Changes</u> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence.

- Describe similarities and differences between some people, events and artefacts studied.
- Describe how historical events studied affect/influence life today.
- Make links between some of the features of past societies (e.g. religion, houses, society, technology).

Historical Enquiry

- Use documents, printed sources the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

Historical Interpretation

- Evaluate evidence to choose the most reliable forms

Communication

- Use and understand a wider historical vocabulary to communicate information about important events, changes and influences in a period of history. Specific vocabulary (building on previous years) must include: Victorian era, civilisation, period, cultural, political & religious history.
- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling & ICT.
- Use ICT to plan and present a self-directed project about some aspect of studied local history.

Science

Topic: The Laws of Physics

Area of Study: Forces

Enquiry Question: Are the laws of physics unbreakable?

Key Knowledge

- A force causes an object to start moving, stop moving, speed up, slow down or change direction
- Gravity is a force that acts at a distance
- Everything is pulled to Earth by gravity and this causes unsupported objects to fall
- Air resistance, water resistance and friction are contact forces that act between moving objects. The object may be moving through the air or water, or the air and water may be moving over a stationary object
- A mechanism is a device that allows a small force to be increased to a larger force. For this to happen it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance e.g. a crowbar or bottle top remover
- Pulleys, levers and gears are all mechanisms, also known as simple machines

Forces

- 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

Asking Questions

- Make a prediction with scientific reasons
- Use test results to make predictions to plan further comparative and fair tests

Planning

- Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary

Measuring and Presenting

- Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs

Considering and Evaluating

- Report and present findings from enquiries, through written explanations and conclusions with evidence
- Use a graph to identify causal relationships and anomalies

Art

Topic: Scandalous Sketches

Area of Study: Drawing

Enquiry Question: How can drawing capture drama, crime and justice in history?

Key Knowledge

- A sketch is a quick or detailed drawing made using pencil, charcoal, ink or other mark-making tools.
- Artists use sketching to explore ideas, movement, expression, and mood.
- A portrait drawing captures a person's face, body, or character. It can show emotion and tell a story using line, shading, and composition.
- Artists carefully observe proportion, expression, and detail when sketching people, especially in courtroom scenes or police sketches.
- Sketches can be expressive or realistic, depending on how the artist uses:
 - Line – for outlines, energy, and texture
 - Tone – to show depth and light/dark contrast
 - Shading techniques – such as hatching, cross-hatching, smudging, and stippling
- In the past, artists recorded real events using drawing – such as Victorian courtroom scenes or police 'wanted' posters. These sketches were used to capture drama, identity, or crime.
- Artists choose how to arrange figures and backgrounds to focus attention, create tension, or highlight emotion – this is called composition.
- Drawing can be used to tell a story, express feelings, or create atmosphere — especially when capturing moments of justice, injustice, or conflict.
- Go from low to high detail when drawing portraits, always starting with simple shapes. Once you have the structure and shapes, you can get progressively more detailed.

Exploring and Developing Ideas

- Use sketchbooks to collect and record visual information from different sources
- Select and record from first-hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and Developing Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt their work according to their views and describe how they might develop it further

Drawing

- Use learnt techniques to work in a sustained and independent way
- Develop a key element of their work: line, tone, pattern and texture.
- Use these different techniques to create mood and feeling.
- Use drawing techniques to work from a variety of sources: observation, photographs and digital images.
- Explain why they have chosen specific materials to draw with.

DT

Topic: Locked, Loaded & Alarmed!

Area of Study: Mechanics: cam systems

Enquiry Question: How can we use simple mechanisms to design an alarm system that protects and warns?

Key Knowledge

- There are 4 types of mechanical motion:
 - Linear motion is movement in a straight line and in one direction.
 - Rotary motion is movement following a circular path, around a fixed point.
 - Oscillating motion occurs when an object swings left and then right (or vice-versa), from a fixed point.
 - Reciprocating motion is a repetitive movement left to right or up and down.
- A cam mechanism is made up of three components: a cam, a slider, a follower.
- A cam converts rotary motion (turning) into reciprocating motion (up-and-down or back-and-forth).
- Different shaped cams will cause the follower to move up and down in different ways.
- We can use a cam system to trigger an alarm, such as moving a lever, tapping a bell, or making a visual alert.
- Designing an alarm system involves planning the mechanism, testing it, and refining it for reliability.

Technical Knowledge and Skills

- Use the correct vocabulary appropriate to the project
- Build frameworks to support mechanisms
- Stiffen and reinforce complex structures
- Use mechanical systems such as cams, pulleys and gears
- Program, monitor and control using ICT

Design

- Record ideas using annotated diagrams
- Use models, kits and drawings to help formulate design ideas
- Sketch and model alternative ideas
- Decide which design idea to develop

Make

- Develop one idea in depth
- Select from and use a wide range of tools
- Cut accurately and safely to a marked line
- Select from and use a wide range of materials

Evaluate

- Research and evaluate existing products
- Consider user and purpose
- Consider and explain how the finished product could be improved related to design criteria
- Investigate key events and individuals in design and technology

Discrete Subjects

RE

Creation and Covenant

- Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g. Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science (C&C 5.1)
- Make links with the term 'stewardship' (C&C 5.2)
- Revisit and summarise the covenants with Noah (Gen 6:1-9:17), Abraham (Gen 17 and 17), and the Israelites (Ex 19) (C&C 5.3)
- Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history e.g. Noah, Abraham, Moses (C&C 5.4)
- Explain the notion of covenant with reference to climate change (C&C 5.5)

Prophecy and Promise

Year A – The Gospel of Matthew

- Creatively depict (and explain) the relationship between the synoptic Gospels of Matthew and Luke: the circumstances of their writing and some of the features of each one (P&P Ph 3.1 A)
- Explain the meaning of Advent expressed in the rituals of the Jesse Tree and O Antiphon (P&P Ph 3.2 A)
- Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matthew 1:1-17; Luke 1:32-33), recognising the gospel writers are writing for Christians (P&P Ph 3.3 A)
- Recognise links with God's covenant with Abraham (P&P Ph 3.4 A)
- Explain why Jesus is called the "new Adam", making links between scripture texts from the new and old testaments (P&P Ph 3.5 A)
- Know and experience some of the childhood activities of Jesus.

Year B – The Gospel of Mark

Year C – The Gospel of Luke

- Explain contemporary thought on Luke as a writer, including historical information (who he wrote for, when and why) and literary features of his writing (speeches and themes.) (P&P Ph 3.1 C)
- Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah. (P&P Ph 3.2 C)
- Use theological language to describe and explain the belief that Mary became the 'Mother of God'. (P&P Ph 3.3 C)
- Contrast Luke 1:26-56 it with the authorial focus in Matthew's account (Matthew 1:18-25). (P&P Ph 3.4 C)
- Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the accounts of the women of the Old Testament. (P&P Ph 3.5 C)
- Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'yes' to God (Luke 1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order. (P&P Ph 3.6 C)

	Describe, explain and evaluate ways in which the birth of Jesus is celebrated today. (P&P Ph 3.7 C)
PE	
Invasion Games - Hockey & Rugby	Gymnastics
<u>Key Knowledge</u>	
<u>Hockey</u> - Show passing a ball to a teammate using a hockey stick. - Demonstrate dribbling and passing a ball using a hockey stick. - Demonstrate shooting a ball at a goal. - Select attacking tactics when playing a hockey type game. - Demonstrate dribbling and shooting a ball using a hockey stick. - Apply simple attacking and defending tactics when playing a hockey type game. - Play a role in a competitive modified game <u>Rugby 1</u> - Demonstrate passing and catching a rugby ball with consistency, accuracy and control. - pass and catch rugby ball with consistency, accuracy and control. - apply simple tactics when playing a rugby-type game.	<u>Gymnastic Core Task 1</u> - Perform partner balances. - Create a simple sequence of matched and mirrored partner balances. - Perform a range of counter-balance actions with a partner. - Know the difference between counter balance and counter tension. - Perform a range of counter-tension actions with a partner. - Create a gymnastic sequence with counter balances and counter tension with a partner. - Evaluate and recognise their own success. <u>Gymnastic Core Task 2</u> - Adapt a gymnastic sequence using apparatus and perform it with a partner - Create a gymnastic sequence with counter balances and counter tension with a partner using canon. - Create gymnastic sequence with balances and counter tension with a partner in canon using apparatus. - Create gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus.
Music	
Rhythm Patterns 'I've Got Rhythm'	Musical Shows 'Spaced Out'
- To understand the meaning of the word 'cyclic' - To understand the meaning of the word 'linear' - To know that Western music is mainly linear, both in the way it is written and played - To recall prior learning about African drumming - To know some key information about Gahu music - To know what a song cycle is - To recall the meanings of the terms 'allegro' and 'adagio' - To know the meanings of the words 'presto', 'andante' and 'grave' - To know that everyday sounds can create cyclic rhythm patterns	- To recall the meaning of 'cyclic pattern' in music - To recall the meaning of the term 'octave' - To know the different techniques for playing stringed instruments - To know key information about the composer, Gustav Holst - To know that Gustav Holst's most famous composition was The Planet Suite - To know what the key features of a musical are - To learn about some specific musicals - To recall the meaning of the words 'tone' and 'semitone'
Computing	

Systems and Searching	Video Production
<u>Key Knowledge</u> - The internet is a useful communication tool with a number of different communication mediums for a range of purposes. - We can find information on the World Wide Web by using search engines such as Google, Bing or Yahoo!. - Search engines use programs known as crawlers to index the World Wide Web. - Searching for some results can bring many millions of results. - We need to make sure our searches are refined and specific in order to allow the search engine to select the information that is most relevant. - Search engines 'rank' the web pages (the highest ranked page is at the top) - Search engines use algorithms to do the above	<u>Key Knowledge</u> - A webpage is a hypertext document that is part of the World Wide Web. - Websites are a collection of webpages about the same topic. - Websites are created for a chosen purpose and with a particular audience in mind. - Websites have a navigation path to ensure the user can move across the website with ease. - Navigation paths are also known as breadcrumb trails. - Hyperlinks allow different pages to be linked together. - Website creators must adhere to copyright and fair use of media rules.
<u>Computing Skills</u> - 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 - 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 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviours; identify a range of ways to report concerns about content and contact <u>Computer Systems & Networks</u> - Explain that computers can be connected together to form systems - Recognise the role of computer systems in our lives - Explain that computers can be connected together to form systems - Describe how search engines select results - Recognise why the order of results is important and to whom	<u>Computing Skills</u> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - 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 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviours; identify a range of ways to report concerns about content and contact <u>Creating Media</u> - Explain what makes a video effective - Identify digital devices that can record video - Capture video using a range of techniques - Create a storyboard - Identify that video can be improved through reshooting and editing - Consider the impact of the choices made when making and sharing a video
MFL	
Recap Core Units	Unit J: On Holiday
<u>Listening</u> - Understand some simple words and phrases - Understand some simple instructions and follow them - Identify phonemes which are the same as, or different from, English phonemes - Understand simple questions and respond to them, e.g. By picking up an item - Recognise negatives	<u>New Language Content</u> - More countries - Holiday accommodation - Vocabulary associated with the zoo, beach and theme park - Using the perfect past tense <u>Listening</u> - Understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language

- Respond appropriately to songs and rhymes, e.g. By performing a series of actions - Recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les' - Recognise some basic French adjectives <u>Speaking</u> - Repeat simple words and phrases - Join in with simple songs and rhymes - Answer questions to give basic information using simple words and phrases - Say simple words and phrases from memory, with accurate pronunciation, so that others can understand - Introduce self, giving name and age, using short, simple sentences. - Use some numbers, colours and simple describing words in spoken sentences - Talk about self, using some common verbs in the first person singular form <u>Reading</u> - Read familiar words and phrases aloud with accurate pronunciation, so that others can understand - Recognise and understand some individual written words, and match them to pictures - Recognise whether nouns are singular or plural	<u>Speaking</u> - Join in with a short, continuous conversation, including giving simple opinions - Adapt familiar sentences by changing a few words - Prepare a short talk on a familiar subject and present it clearly and confidently - Prepare and present a short talk about a place, person or thing - Use what has been learnt about the structure of French sentences to build new ones using the same model <u>Reading</u> - Read and pronounce unfamiliar written words accurately, using knowledge of French phonics - Read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand <u>Writing</u> - Adapt familiar written sentences by changing a few words - Use some simple sentence structures that differ from English in their writing
PSHE	
RHE – Created and Loved by God	Project Evolve
<u>Unit 1 – Calming the Storm</u> - We were created individually by God who cares for us and wants us to put our faith in Him. - Physically becoming an adult is a natural phase of life. - Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the results will be worth it! <u>Unit 2 – Gifts and Talents</u> - Similarities and differences between people arise as they grow and mature - By living and working together ('teamwork') we create community. - There are many different types of family set up - Self-confidence arises from being loved by God (not status, etc.) <u>Unit 2 – Spots and Sleep</u> - How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. <u>Unit 3 – Body Image</u> - To recognise that images in the media do not always reflect reality and can affect how people feel about themselves - That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media	<u>Online Relationships</u> - 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 - Make positive contributions and be part of online communities - Describe some of the communities in which I am involved and describe how I collaborate with others positively <u>Online Bullying</u> - Recognise when someone is upset, hurt or angry online - Describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone - Explain how to block abusive users - Explain how I would report online bullying on the apps and platforms that I use - Describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline) <u>Online Reputation</u> - Search for information about an individual online and create a summary report of the information I find - Describe ways that information about people online can be used by others to make judgments about an individual

Unit 3 – Peculiar Feelings

- Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action
- Learn that some behaviour is wrong, unacceptable, unhealthy or risky

Unit 3 – Seeing Stuff Online

- The difference between harmful and harmless videos and images
- The impact that harmful videos and images can have on young minds
- Ways to combat and deal with viewing harmful videos and images

Unit 4 – Menstruation

- About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life
- Some practical ways to manage the onset of menstruation

Year 5 - Spring Term Curriculum

One World... One Chance...	
Big Question: Where is our place in the world today?	
Curriculum Driver Words:	Diversity, Prejudice, Common Good, Belonging
Key Texts:	Waiting for Anya by Michael Morpurgo
Genres of Writing:	Recount (diary); non-chronological report; characterising speech; instructions; narrative
Enrichment Opportunity:	National Holocaust Museum/UCLan Astronomy Centre

Topic Related Subjects
Geography Topic: Rainforests: Lungs of the Earth Area of Study: A region within South America; Describe and understand key aspects of physical geography, including climate zones, biomes and the water cycle <i>Enquiry Question: Why is the Rainforest important to us all?</i>
<u>Key Knowledge</u> - Location can be identified more precisely using longitude and latitude. - There are different biomes – aquatic, desert, forest, grassland, rainforest, tundra. The rainforest is a biome. - The animals and plants that inhabit different biomes are adapted to live there. - The Amazon Rainforest is the largest rainforest in the world and is located in South America. - The rainforest is made up of different layers (emergent, canopy, understorey, forest floor) - Deforestation is resulting in changes to the rainforest. This is having a negative impact on the global climate. Conservation is helping to protect it. - The Amazon Rainforest is home to indigenous tribes who have their own cultures, customs and traditions. Contact with outsiders has both a positive and negative effect including supporting the economy through trade (Fair Trade) and spreading disease and destroying habitats. - The Amazon River is the second largest river in the world. It plays an important role for different reasons including the water cycle, trade and production of hydroelectric power.
<u>Map Knowledge and Skills</u> - Select a map for a specific purpose - Begin to use atlases to find out other information (e.g. temperature) - Find and recognise places on maps of different scales - Use 8 figure compasses and begin to use 6 figure grid references - Locate the world's countries, focus on South America - Identify the position and significance of lines of longitude & latitude
<u>Communication</u> - Communicate geographical understanding, findings from fieldwork & research in a variety of ways e.g. maps, diagrams, numerical data and writing at increasing length - Use a database to analyse findings and identify patterns. Evaluate the quality of evidence collected; suggest improvements - Use more precise geographical vocabulary for physical & human processes: Water Cycle: precipitation, condensation, evaporation; Climate Zones: tropical, temperate Biomes: rainforest - Develop views and attitudes to critically evaluate responses to local geographical issues or news events
<u>Enquiry</u>

• Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places. • Identify and describe with increasing accuracy geographical features, processes and patterns • Explain what a locality might be like in the future, taking account of issues impacting and human features	
Science Topic: Earth and Beyond	
Area of Study: Earth and space <i>Enquiry Question: What is the Solar System made up of?</i>	Area of Study: Properties and changes of materials <i>Enquiry Question: Is all change irreversible?</i>
<u>Key Knowledge</u> • The Sun is a star at the centre of our solar system • There are 8 planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune • These all orbit (travel) around the sun • The Earth orbits the Sun • It takes $365\frac{1}{4}$ days to complete its orbit around the sun. This is a year. • As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night) • As the Earth rotates the Sun <i>appears</i> to move across the sky • The Moon orbits the Earth • It takes about 28 days to complete its orbit • The Sun, Earth and Moon are approximately spherical	<u>Key Knowledge</u> • Materials have different uses depending on their properties and state • Materials can be grouped together based on their properties e.g. hardness, solubility, transparency, thermal conductivity, electrical conductivity, response to magnets • Some materials will dissolve in a liquid and form a solution • Others are insoluble and form sediment • Mixtures can be separated by filtering, sieving and exploration
<u>Earth and Space</u> • 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	<u>Properties and changes of materials</u> • 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 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
<u>Asking Questions</u> • Make a prediction with scientific reasons • Use test results to make predictions to plan further comparative and fair tests	
<u>Planning</u> • Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary	
<u>Measuring and Presenting</u> • Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs	
<u>Considering and Evaluating</u>	

- Report and present findings from enquiries, through written explanations and conclusions with evidence
- Use a graph to identify causal relationships and anomalies

Art

Topic: Animals of the Rainforest

Area of Study: Printing

Artist: Andy Warhol

Enquiry Question: How can art inspire fashion?

Key Knowledge

- Screen printing is a uses a stencilling method. It involves printing ink through stencils that are supported by a porous fabric mesh stretched across a frame called a screen.
- The basic printing process involves a stencil being placed under the screen (but above the paper) and ink is forced through the mesh using a squeegee onto the material or paper below.
- Prints became increasingly popular in fashion during the 19th and 20th centuries. Today, printed fabrics continue to be a staple in fashion, with designers constantly experimenting with new print techniques and patterns.
- Drawing: the grid method is a technique used in art, particularly in drawing and painting, to help artists accurately transfer an image from a reference source to their artwork.

Exploring and Developing Ideas

- Use sketchbooks to collect and record visual information from different sources
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and Developing Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt their work according to their views and describe how they might develop it further
- Annotate work in a sketchbook

Drawing

- Use learnt techniques to work in a sustained and independent way
- Develop a key element of their work: line, tone, pattern and texture.
- Use these different techniques to create mood and feeling.
- Develop further simple perspective by using a focal point and horizon.
- Use drawing techniques to work from a variety of sources: observation, photographs and digital images.
- Explain why they have chosen specific materials to draw with.

Printing

- Show experience in a range of mono print techniques.
- Continue to gain experience in overprinting colours
- Start to overlay prints with other media.
- Print onto a range of different materials.
- Use a variety of tools in a safe way.
- Create an accurate print design that meets a given criteria.
- Collect and record visual information from different sources as well as planning and trying out ideas.

DT

Topic: Threads of the Rainforest

Area of Study: Embroidery

Enquiry Question: How can stitches help us tell the story of the rainforest?

- Tools must be chosen in light of considering the materials properties. e. g. It is important to know that the nature of fabric may require sharper scissors than would be used to cut paper.
- It is important to create consistently sized stitches, as this creates a more attractive product.
- It is important to leave space on the fabric for the seam. Some products are turned inside out after sewing so the stitching is hidden.
- Embroidery is a decorative technique that involves stitching patterns onto fabric using a needle and thread. In design technology, embroidery plays a significant role in various applications, including fashion design, textile design and product customisation.

Technical Knowledge and Skills

- Use the correct vocabulary appropriate to the project
- Create a simple pattern for design
- Learn and revise stitches – running stitch, cross stitch, back stitch and create textiles using a combination of stitches

- Consolidate sewing skills and show precision in techniques

Design

- Record ideas using annotated diagrams
- Use models, kits and drawings to help formulate design ideas
- Sketch and model alternative ideas
- Decide which design idea to develop

Make

- Develop one idea in depth
- Select from and use a wide range of tools
- Cut accurately and safely to a marked line
- Select from and use a wide range of materials

Evaluate

- Research and evaluate existing products
- Consider user and purpose
- Consider and explain how the finished product could be improved related to design criteria

Discrete Subjects

Discrete Subjects	
Galilee to Jerusalem	Desert to Garden
<u>Year C – The Gospel of Luke</u> - Know that the Rosary is a prayerful reflection on the life of Christ (G2J Ph3.1 C) - Know that the Church teaches that sacred scripture is the inspired word of God and the Church helps Catholics read and understand the Bible (G2J Ph3.2 C) - Recognise the significance Jesus' actions and teaching in and around Galilee (G2J Ph3.3 C) - Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah (G2J Ph3.4 C) - Annotate and explain the narrative of Zacchaeus identifying both literal and spiritual meanings (G2J Ph3.5 C)	
<u>Year C – The Gospel of Luke</u> - Make links between the Christian belief in the crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross. (D2G Ph3.1C) - Use their own words to retell/explain the events of Holy Week according to the Gospel of Luke, linking events in the life of Jesus to his death and resurrection. (D2G Ph3.2C) - Show knowledge and understanding of how one of the texts studied (the journey to Emmaus) reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed. (D2G Ph3.3C)	
PE	
<u>Key Knowledge</u>	
- Link skills, techniques and ideas and apply them accurately and appropriately - Move and uses actions with good accuracy and fluency - Analyse and explain why they have used specific skills or techniques - Create their own success criteria for evaluating and improving their work - Choose their own warm-ups and cool-downs appropriately - Explain how the body reacts to different kinds of exercise - Adapt skills and vary tactics to outwit an opponent - Apply basic principles of attack and defence - Make a team plan and communicate it to others - Explore acrobatic balances that use a partner's weight to push against or pull away from - Increase the variety of levels, pathways and speeds of travel - Explore different starting and finishing positions for rolls - Perform a variety of jumps with control on, over and off apparatus - With a partner create a varied, flowing and more complex sequence of 10 elements	
Music	
Singing 'An Occasional Song'	Genres and Styles 'In Full Swing'
- To know what an occasional song is - To know that occasional songs are sung at Hanukkah - To know that the Hora is a type of Jewish circle dance performed to music at special occasions - To understand notation rules and apply this to a piece of music - To know that a lot of Jewish music is written in a minor key - To know that occasional songs are sung at Chinese New Year - To know that Antonin Dvořák was a Czech composer in the 19th century	- To understand the meaning of the term 'musical genre' - To know that jazz is a musical genre - To know the instruments that make up jazz bands - To know that improvisation is a key feature of jazz music - To know that jazz rhythms feature offbeat accents - To know that "Jelly Roll Morton" invented jazz - To know that swing was a music genre that developed from jazz - To know the key features of swing music

- To know the meaning of the word 'overture' in music - To know the song 'Kung Hei Fat Choy' - To recall the meaning of 'pentatonic scale' - To know that traditional Chinese music uses a different scale system to Western music - To know that the Chinese scale system is the same as our major pentatonic scale	- To know the instruments that make up swing bands - To know that one of the most famous swing bands of all time was the Glenn Miller Orchestra - To recall that most Jewish music is written in a minor key - To know that some musical styles continue to be popular, long after their heyday - To know that Jools Holland is a contemporary swing musician with his own band - To know what a riff is - To know that riffs are a characteristic feature of swing music - To know what partner songs are - To recall the notes belonging to the key of C major
Computing	
Selection in Physical Computing	Flat-File Databases
<u>Key Knowledge</u>	<u>Key Knowledge</u>
<u>Computing Skills</u> - 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 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	<u>Computing Skills</u> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - 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
<u>Programming</u> - Control a simple circuit connected to a computer. - Write a program that includes count-controlled loops. - Explain that a loop can stop when a condition is met - Explain that a loop can be used to repeatedly check whether a condition has been met. - Design a physical project that includes selection - Create a program that controls a physical computing project	<u>Data and Information</u> - Use a form to record information - Compare paper and computer-based databases - Outline how you can answer questions by grouping and then sorting data - Explain that tools can be used to select specific data - Explain that computer programs can be used to compare data visually - Use a form to record information
MFL - French	
Unit K: Eating Out	Unit L: Hobbies
<u>New Language Content</u>	<u>New Language Content</u>
- Asking for items in a shop or restaurant - Asking how much things cost	Naming hobbies

- Some basic weights - How to order for others in a restaurant <u>Listening</u> - Understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language - Understand the main points from a spoken story or poem, which contains some unfamiliar language <u>Speaking</u> - Join in with a short, continuous conversation, including giving simple opinions - Adapt familiar sentences by changing a few words - Describe what other people do, or like doing - Use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse' <u>Reading</u> - Understand the main points from a short written text, which contains some unfamiliar language <u>Writing</u> - Write several sentences from memory - Write several sentences from memory to describe what other people do, or like doing - Write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'	- Talking about types of music and giving a variety of opinions - Saying what musical instruments they play - Talking about different types of film <u>Speaking</u> - Join in with a short, continuous conversation, including giving simple opinions - Describe what other people do, or like doing - Use either 'le'/'la' or 'un'/'une' appropriately - Use the second person singular form of the present tense to ask questions. E.g. 'tu aimes les pommes?' <u>Reading</u> - Understand the main points from a short written text, which contains some unfamiliar language - Read aloud a short story containing familiar language, clearly and with expression - Recognise that some nouns have irregular plurals <u>Writing</u> - Express opinions using complex sentences - Adapt familiar written sentences by changing a few words - Use the correct article to match the gender of a noun
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PSHE

RHE – Created to Love Others	Project Evolve
<u>Unit 1 – God is Calling You</u> - That God calls us to love others - About ways in which we can participate in God's call for us to love others <u>Unit 2 – Under Pressure</u> - Pressure comes in different forms, and what some of those different forms are - There are strategies that they can adopt to resist pressure <u>Unit 2 – Do you Want a Piece of Cake?</u> - Understand what consent and bodily autonomy means - Discuss and reflect on different scenarios where it is right to say 'no' <u>Unit 2 – Self-Talk</u> - Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions - Apply this approach to personal friendships and relationships. <u>Unit 3 – Sharing isn't Always Caring</u> - To recognise that their increasing independence brings increased responsibility to keep themselves and others safe - How to use technology safely - That just as what we eat can make us healthy or make us ill, so what we watch,	<u>Health, wellbeing and Lifestyle</u> - Describe ways technology can affect healthy sleep and can describe some of the issues - Describe some strategies, tips or advice to promote healthy sleep with regards to technology <u>Self-Image and Identity</u> - Explain how identity online can be copied, modified or altered - Demonstrate responsible choices about my online identity, depending on context <u>Copyright and Ownership</u> - Demonstrate the use of search tools to find and access online content which can be reused by others - Demonstrate how to make references to and acknowledge sources I have used from the internet

hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages. <u>Unit 4 – Impacted Lifestyles</u> • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. • How to make good choices about substances that would have an impact on their health. • That our bodies are created by God, so we should take care of them and be careful about what we consume. <u>Unit 4 – Making Good Choices</u> • Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco • Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies <u>Unit 4 – Giving Assistance</u> • The recovery position can be used when a person is unconscious but breathing • DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance	
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Year 5 - Summer Term Curriculum

Journeys through Time and Place

Big Question: Why do people move and what do they leave behind?

Curriculum Driver Words: Identity, Growth, Community, Legacy

Key Texts: The Boy at the Back of the Class
Onjali Q Raúf

Genres of Writing: Poetry; science experiment; setting description; plot weave; persuasive advert

Enrichment Opportunity: Lancaster Castle and The Butterfly House

Topic Related Subjects

History

Topic: Mysteries of the Maya

Area of Study: A non-European society that provides contrasts with British history

Enquiry Question: *What made the Maya such a remarkable civilization and what can we still learn from them today?*

Key Knowledge

- The Maya civilisation began around 2000 BC in Mesoamerica (modern-day Mexico, Guatemala, Belize, Honduras and El Salvador) and lasted until around 1500 AD.
- The Maya were skilled builders, artists, farmers, mathematicians and astronomers.
- They built impressive cities like Chichen Itza and Palenque, with stone pyramids, temples, ball courts and palaces.
- Maya society was ruled by kings and priests and was organised into city-states (similar to Ancient Greece).
- Maya society was ruled by kings and priests and was organised into city-states (similar to Ancient Greece).
- The Maya believed in many gods linked to nature (like the sun, rain, maize) and performed rituals and sacrifices to keep the world in balance.
- Art was an important part of Maya life: they created stone carvings, pottery, murals and masks for rituals, ceremonies and burials.
- The Maya used materials like jade, obsidian, feathers, and Maya blue paint to decorate important objects.
- By the time the Spanish arrived in 1500s, many great Maya cities had already been abandoned, but Maya culture survives today among Indigenous communities.
- **The Maya left a legacy of mathematical discoveries (like zero), beautiful art and architecture, and a complex calendar system that still fascinates the world today.**

Chronological Understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Order significant events and dates on a timeline.
- Describe the main changes in a period in history.

Events, People and Changes

- Choose reliable sources of information to find out about the past.
- Give own reasons why changes may have occurred, backed up by evidence
- Describe similarities and differences between some people, events and artefacts studied
- Describe how historical events studied affect/influence life today.
- Make links between some of the features of past societies (e.g. religion, houses, society, technology).

Historical Enquiry

- Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past
- Investigate own lines of enquiry by posing questions to answer.

Historical Interpretation

- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- Give reasons why there may be different accounts of history.

Communication

- Use and understand a wider historical vocabulary to communicate information about important events, changes and influences in a period of history. Specific vocabulary (building on previous years) must include: Victorian era, civilisation, period, cultural, political & religious history.
- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling & ICT.

Geography

Topic: On the Move: Understanding Refugees and Migration

Area of Study: A region of the United Kingdom

Enquiry Question: Why do people move, and how do their journeys change the world?

Key Knowledge

- TBC

Map Knowledge and Skills

- Compare maps with aerial photos
- Select a map for a specific purpose
- Draw a variety of thematic maps based on their own data
- Use and recognise OS map symbols

Fieldwork

- Use observational skills to measure and record human and physical features in the local area with greater accuracy

Enquiry

- Find out about a locality by selecting appropriate sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search

Science

Topic: The Journey of Life

Area of Study: Properties and changes of materials

Enquiry Question: How do some materials change?

Key Knowledge

- Some changes to materials are reversible e.g. dissolving, mixing and changes of state. However, some changes result in the formation of a new material so the change is non-reversible e.g. burning, rusting and mixing vinegar and bicarbonate of soda

Area of Study: Living things and their habitats

Enquiry Question: How do all living things change?

- As part of their life cycle plants and animals reproduce
- Most animals reproduce sexually
- Both the male and female are needed for sexually reproduction
- Plants reproduce both sexually and asexually

Properties and changes of materials

- 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

Living things and their habitats

- 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

Animals, including humans objective is covered through PSHE

- Describe the changes as humans develop to old age

Asking Questions

- Make a prediction with scientific reasons
- Use test results to make predictions to plan further comparative and fair tests

Planning

- Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary

Measuring and Presenting

- Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs

Considering and Evaluating

- Report and present findings from enquiries, through written explanations and conclusions with evidence
- Use a graph to identify causal relationships and anomalies

Art

Topic: Maya Art and Symbols

Area of Study: 3D/Sculpture

Enquiry Question: How can we bring the spirit of the Maya to life through sculpture?

Key Knowledge

- When sculpting, artists plan, design and experiment with shape, texture and colour, using tools to carve or model details.
- Ancient Maya masks were sculpted for rituals, ceremonies and to show importance – often worn by rulers, priests or warriors.
- Maya masks had long narrow faces to symbolise power, and were decorated with symbols of animals, gods and nature.
- Maya artists used strong colours with meaning, including:
 - Maya blue (from indigo and clay) – symbol of the sky, water and gods.
 - Red – symbol of life and blood.
 - Green/jade – symbol of growth, fertility and the natural world.
- Maya sculpture shows stylised features and symbolic patterns – less realistic than Ancient Greek sculpture, but full of meaning.

Exploring and Developing Ideas

- Use sketchbooks to collect and record visual information from different sources
- Select and record from first-hand observation, experience and imagination and explore ideas for different purposes
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and Developing Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Annotate work in a sketchbook

Drawing

- Use learnt techniques to work in a sustained and independent way
- Develop a key element of their work: line, tone, pattern and texture.
- Use these different techniques to create mood and feeling.
- Use drawing techniques to work from a variety of sources: observation, photographs and digital images.

Sculpture

- Work confidently in a safe, organised way, caring for equipment.
- Carry on securing work to continue at a later date.
- Show experience in combining pinch, slab and coil.
- Develop understanding of different ways of finishing work: glaze, paint and polish.
- Develop confidence in carving a simple form.
- Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.

DT

Topic: #CookforSyria

Area of Study: Cooking and nutrition

Enquiry Question: How can I create beauty through stitch work?

Key Knowledge

- Syrian cooking often uses fresh herbs, spices, grains, yoghurt, vegetables, and olive oil.
- Bread is a staple food which is available all year round. Simple flatbreads are a staple in Syria and are often eaten with dips such as hummus or yogurt-based sauces.

- The process of making bread involves several steps, such as mixing, kneading, shaping and baking.
- Learning about and sharing food from other cultures helps us understand and show respect for the lives and traditions of others.
- To stay safe and avoid cross-contamination, we use clean equipment, wash our hands, and keep raw and cooked foods separate.
- It is important to check that food is fully cooked before serving it to avoid the spread of harmful bacteria. When reheating food, ensure it is piping hot and only ever reheat it once.

Technical Knowledge and Skills

- Use the correct vocabulary appropriate to the project

Cooking and Nutrition

- Join and combine a widening range of ingredients
- Select and prepare foods for a particular purpose
- Know where and how ingredients are grown and processed

Design

- Sketch and model alternative ideas
- Decide which design idea to develop

Make

- Develop one idea in depth
- Select from and use a wide range of tools
- Select from and use a wide range of materials

Evaluate

- Research and evaluate existing products
- Consider user and purpose
- Consider and explain how the finished product could be improved related to design criteria
- Investigate key events and individuals in design and technology

Discrete Subjects

RE

To the Ends of the Earth

Key Knowledge

- Baptism brings new life and welcomes someone as a member of the church and in relationship with God.
- Baptism marks the child with God's identity.
- The oil of chrism symbolises strength and healing.
- The candle given at Baptism symbolises the light of Christ.
- The Holy Spirit is a gift at Baptism.
- There are seven Sacraments-Baptism, Reconciliation and Communion are sacraments of initiation.
- A deacon is someone who is committed to the work of the church-they can Baptise.
- The fruits of the Spirit help Christians to be good disciples.

- Know the seven Sacraments of the Catholic faith and explain the purpose of each Sacrament in the life of the Church (EoE 5.1)
- Explain some Christian beliefs about the sacrament of baptism. (EoE 5.2)
- Explain the role of the deacon, priest or bishop in administering the sacraments and why they are part of sacramental celebrations. (EoE 5.3)
- Describe the gift of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit. (EoE 5.4)

Dialogue and Encounter

Key Knowledge

- The Bible is a collection of 'little books' containing history, poetry, laws, and prophecy-written over 1000 years.
- The OT is sacred to both Jews and Christians.
- To recognise the importance of Hebrew as a sacred language to Jews.
- To know the different names for God in the Tanakh-El Shaddai (God Almighty), Elohim (Creator) and Adonai (Lord).
- The Shema prayer expresses the unity of God and is central to Jewish belief.
- The Mezuzah is a sacred object containing the Shema prayer, and explore how it is used in Jewish homes.
- The Torah is the central Jewish text and is contained in the scrolls in synagogues.
- The Tallit, Tefillin. Kippah, Kiddush cup, Shofar and candlesticks are used in Jewish prayer.
- To know the shared stories in the Bible-eg David and Goliath, Jonah and the Whale-explore their meaning.
- To know that interreligious dialogue is important for mutual respect and understanding.

- To understand that the Bible is a collection of writings inspired by the Holy Spirit
- To recognise the Bible as a dialogue between humanity and God
- To understand that the Old Testament is sacred to both Jews and Christians
- To know that the covenant between God and Abraham is important in Judaism and Christianity
- To recognise the significance of Hebrew as the sacred language for Jewish people
- To understand how the Shema prayer reflects the unity of God
- To explore sacred Jewish objects, such as the Mezuzah and Torah scrolls
- To understand the role of prayer and ritual in Jewish worship
- To recognise the shared heritage of Judaism and Christianity through the Old Testament
- To appreciate the differences in how Jews and Christians interpret sacred texts
- To understand the importance of interreligious dialogue, recognising that some people do not hold any religious views
- To reflect on how Christians can respect and appreciate Jewish beliefs and practices

PE

Key Knowledge

-
- Link skills, techniques and ideas and apply them accurately and appropriately
- Move and uses actions with good accuracy and fluency
- Analyse and explain why they have used specific skills or techniques
- Create their own success criteria for evaluating and improving their work
- Choose their own warm-ups and cool-downs appropriately
- Explain how the body reacts to different kinds of exercise
- Run at speed and perform a relay change-over
- Combine running and jumping
- Throw with greater accuracy and efficiency of movement
- Draw maps and plan and set own positions on a trail
- Navigate a route on a map in a less familiar setting
- Adapt skills and vary tactics to outwit an opponent
- Apply basic principles of attack and defence
- Make a team plan and communicate it to others

Music

Soundtracks 'At the Movies'

- To know that the use of well-chosen sounds can evoke a sense of place and create atmosphere
- To know the importance of tonality when it comes to composing background music to create mood
- To know some specific musical devices that are used to add to the overall effect of a piece of music
- To recall the features of musical theatre
- To learn about the work of film score composer, John Williams
- To know how timbre, and specifically the use of different instruments in film music evokes different emotions
- To understand how music can change a scene
- To know that there are a range of different film genres

Carnival Music 'Arriba El Carnaval!'

- To know what a carnival is
- To know that carnivals are celebrated all over the world
- To be able to name some famous carnivals
- To know that music is a key feature of all carnival celebrations
- To know key information about the Rio de Janeiro Carnival
- To know that the main type of music in this carnival is samba
- To know that samba music is characterised by call and response
- To know about the Venice Carnival
- To know that the waltz is a key musical style in the Venice Carnival
- To recall that a waltz has a metre of 3
- To recall the meaning of the term 'harmony'
- To recall the meaning of the word 'chord'
- To know what a triad chord is and how one is formed
- To know that the New Orleans Mardi Gras is a world-famous carnival
- To know that the Mardi Gras is famous for its jazz music
- To know that jazz music originated in New Orleans in the early 1900s
- To know that jazz music is characterised by call and response, African rhythms and European instruments
- To know that improvisation is an important feature of jazz music
- To know what a chord sequence is
- To become more familiar with the key of C major
- To recall the meaning of 'major' and 'minor'
- To know that the carnival in Trinidad and Tobago began as a rebellion against slavery

	- To know that it is characterised by calypso music and dancing - To know that Caribbean carnival music is upbeat and loud - To know the main features of Caribbean carnival music - To know the meaning of the term 'syncopation' - To recall the key musical features of samba, waltz, calypso and jazz
Computing	
Introduction to Vector Graphics	Selection in Quizzes
<u>Key Knowledge</u>	<u>Key Knowledge</u>
•	•
<u>Computing Skills</u> - 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 <u>Creating Media</u> - Identify that drawing tools can be used to produce different outcomes - Create a vector drawing by combining shapes - Use tools to achieve a desired effect - Recognise that vector drawings consist of layers - Group objects to make them easier to work with - Apply what I have learned about vector drawings	<u>Computing Skills</u> - 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 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 <u>Programming</u> - Explain how selection is used in computer programs - Relate that a conditional statement connects a condition to an outcome. - Explain how selection directs the flow of a program - Design a program with uses selection. - Evaluate my program.
MFL - French	
Unit N: Seasons	Unit O: The Environment
<u>New Language Content</u>	<u>New Language Content</u>
- The names of seasons - Talking about seasonal activities - Saying the date and when their birthday is - Naming craft materials - Following craft instructions	- Saying what the weather is like - Naming garden creatures - Talking about garden activities - Talking about recycling
<u>Listening</u>	<u>Listening</u>
Understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language	Understand the difference between 'le'/'la' and 'un'/'une' in spoken French
<u>Speaking</u>	<u>Speaking</u>
Join in with a short, continuous conversation, including giving simple opinions	- Describe what other people do, or like doing - Use either 'le'/'la' or 'un'/'une' appropriately - Use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'
	<u>Reading</u>

• Use what has been learnt about the structure of French sentences to build new ones using the same model <u>Reading</u> • Use what has been learnt about the structure of French sentences to build new ones using the same model • Recognise that adjectives' endings often change to match the noun they're describing <u>Writing</u> • Use some simple sentence structures that differ from English in their writing	• Understand the difference between 'le'/'la' and 'un'/'une' • Recognise that some nouns have irregular plurals <u>Writing</u> • Write several sentences from memory to describe a place, person or thing • Use some simple sentence structures that differ from English in their writing
PSHE	
RHE – Created to Live in Community	Project Evolve
<u>Unit 1 – The Holy Trinity</u> • God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. • The Holy Spirit works through us to share God's love and goodness with others. <u>Unit 1 – Catholic Social Teaching</u> • The principles of Catholic Social Teaching • That God formed them out of love, to know and share His love with others <u>Unit 2 – Reaching Out</u> • Apply the principles of Catholic Social Teaching to current issues. • Find ways in which they can spread God's love in their community.	<u>Privacy and Security</u> • Create and use strong and secure passwords • Explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others • Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. <u>Managing Online Information</u> • Use different search technologies • Evaluate digital content and can explain how I make choices from search results • Explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence • Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical' • Give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax' • Explain why I need to think carefully before I forward anything online • Explain why some information I find online may not be honest, accurate or legal • Explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose)