

Year 5

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle for Learning	Ancient Greece	Earth and Space	Vikings	Living Things and their Habitats	Goblin Car	Goblin Car / Planning a Race in Brazil
Maths	<p>Place value</p> <p>Addition and subtraction</p> <p><i>See 'I can' in Power Maths documentation.</i></p>	<p>Graphs and Tables</p> <p>Multiplication and Division</p> <p>Area and perimeter</p> <p><i>See 'I can' in Power Maths documentation.</i></p>	<p>Multiplication and Division</p> <p>Fractions</p> <p><i>See 'I can' in Power Maths documentation.</i></p>	<p>Fractions</p> <p>Decimals and percentages</p> <p><i>See 'I can' in Power Maths documentation.</i></p>	<p>Decimals</p> <p>Geometry - properties of shapes</p> <p>Geometry- Position and direction</p> <p><i>See 'I can' in Power Maths documentation.</i></p>	<p>Measure - Converting units</p> <p>Measure - Volume and capacity</p> <p><i>See 'I can' in Power Maths documentation.</i></p>
English	The Present by Jacob Frey Cosmic by Frank Boyce	Cosmic by Frank Boyce Mars transmission	Shakespeare (TBC) Screen use The Nowhere Emporium by Ross Mackenzie	The Nowhere Emporium by Ross Mackenzie Poetry (TBC)	Shakespeare (TBC) David Attenborough by Maria Isabel Sanchez	The Explorer by Katherine Rundell Poetry (TBC)

Science

Properties and change of materials

I can identify the properties of different everyday materials, comparing them and grouping them together.

I can investigate whether different materials will dissolve and create a solution.

I can describe the different types of materials that will make a solution and explain how to recover it.

I can refer to my prior learning to describe how mixtures could be separated through filtering, sieving and evaporating, thinking about specific materials.

I can investigate the different uses for everyday materials, giving reasons for my conclusions.
I can investigate was a reversible and irreversible change is.

I can describe how some changes results in the formation of new materials and describe the type of change it is.

Seasonal change

I can describe the movement of the Moon relative to the Earth.

I can describe the movement of the Moon relative to the Earth

I can describe the Sun, Earth and Moon as approximately spherical bodies

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

(Previous learning: see N, R and Y1 coverage)

Earth and Space

I can understand how the Earth and other planets in our Solar system move in relation to the Sun.

I can describe the movement of the Moon relative to the Earth.
I can describe the shape of the Sun, Moon and Earth.

I can make connections to my learning to describe how day and night occurs.

Forces and magnets

I can explain how gravity works and what it does to objects.

I can investigate air resistance and explain my findings.

I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces

I can understand how levers, pulleys and gears work and describe how they allow a smaller force to have a greater effect.

(Previous learning: see Y3 coverage)

Living things and their habitat

I can describe the features of a life cycle in mammals, amphibians, insects and birds.

I can identify and describe the similarities and differences of these life cycles.

I can describe the life process for some plants and animals.

(Previous learning: see N, R, Y2 & Y4 coverage)

Working scientifically Questioning:

I can continue to ask relevant questions relating to my Science learning, using a range of scientific enquiries.

I can begin to identify a range of scientific evidence that can support my ideas and refute evidence and ideas that do not support the scientific evidence.

Observing:

I can continue to make systematic and careful observations, relating this to reliability of results and observations.

I can make accurate measurements using a range of equipment.

I can begin to report and present findings from enquiries, including conclusions, causal relationships and explanations.

I can begin to make a judgment regarding reliability of my findings.

Investigating:

I can begin to plan different types of investigations, which seek to answer questions.

I can begin to recognise different variables and explain how a fair/comparable test is conducted.

I can use investigation results to make predictions and to set up further comparable tests.

I can continue to use scientific vocabulary to discuss and explain my findings, drawing relevant conclusions.

I can suggest valid improvements for my investigations, considering the reliability of results.

Recording:

I can take measurements with a

Animals including Humans

I can identify the different stages of development as a human develops from birth to old age.

(Previous learning: see N, R, Y1, Y2, Y3 & Y4 coverage)

<p>Geography</p>	<p>Map skills</p> <p>I can locate significant locations around the world using a world map.</p> <p>Field work</p> <p>I can use 4 fig grid references</p> <p>I can read scales of contour on an OS map.</p> <p>I can create a scale drawing (consolidate).</p> <p>I can create a simple OS map of a familiar area</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>	<p>Map skills</p> <p>I can identify time zones of countries.</p> <p>I can locate the USA, Canada and South America</p> <p>I can locate some of the countries in South America</p> <p>I can name some countries within different time zones to the UK.</p> <p>Developing knowledge of the world</p> <p>I can locate places of study in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude.</p> <p>I can name some countries within different time zones to the UK</p> <p>Location and place knowledge</p> <p>I can identify where ____ is located.</p> <p>I can identify human and physical features found at _____ and discuss how they differ from _____.</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>	<p>Physical</p> <p>I can locate climate zones on a world map.</p> <p>I can explain the key factors that contribute to a climate zone.</p> <p>I can begin to understand that our food is grown in various countries because of their climate.</p> <p>I can describe some key physical processes and the resulting landscape features.</p> <p>Developing knowledge of the UK</p> <p>I can locate the UK's regions and major cities (Consolidate).</p> <p>I can locate and describe some of the physical environments in the UK which match or contrast to an area of study in South America</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>	<p>Human features</p> <p>I can report on ways that humans have both improved and damaged the environment (including land and seas).</p> <p>I can explain what a place might be like in the future, taking into account issues impacting on human features.</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>	<p>Goblin Car - Design and Plan and racetrack and race event.</p> <p>South America</p> <p>Human and physical geography</p> <p>I can, using pictures and diagrams, describe how earthquakes are created.</p> <p>I can report on ways that humans have both improved and damaged the environment (including land and seas).</p> <p>I can explain what a place might be like in the future, taking into account issues impacting on human features.</p> <p>I can explain what a place might be like in the future, taking into account issues impacting on human features</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>	<p>Goblin Car - Design and Plan and racetrack and race event.</p> <p>I can locate the USA, Canada and South America.</p> <p>I can locate some of the countries in South America.</p> <p>Field work</p> <p>I can plan a journey to North or South America, taking into account distance and time.</p> <p>I can identify features of N/S America on a range of maps including OS maps.</p> <p>I can make comparisons between the human and physical features of the UK and a region within North or South America.</p> <p>Developing knowledge of the world</p> <p>I can name and locate major cities and countries of South America on physical and political maps</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>
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<p>History</p>	<p>Ancient Greece</p> <p>I can compare the architecture of Trentham Estate with that of Ancient Greece.</p> <p>I can identify the importance of Charles Barry's work.</p> <p>I can compare the work of various Historical Architecture and why it was designed in the way it was.</p> <p>I can remember and sequence key events of time period studied.</p> <p>I can interrogate a timeline. I can use relevant terms and period labels.</p> <p>I can make comparisons between different times in the past.</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>	<p>Moon landing</p> <p>I can compare accounts of events from different sources including fact or fiction.</p> <p>I can offer some reasons for different versions of events. I can show awareness that different evidence will lead to different conclusions.</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>	<p>Vikings</p> <p>I can identify the key events which occurred at Lindisfarne and what happened in the aftermath.</p> <p>I can study different aspects of different people</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early and late history</p> <p>I can compare an aspect of life between two times in the past.</p> <p>(Previous learning: see N, R, Y1, Y2, Y3, Y4 coverage)</p>			
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<p>Computing</p>	<p>Online Safety I can identify what makes a healthy media choice.</p> <p>I can identify what information about us is OK to share online.</p> <p>I can identify how our online activity affects the digital footprints of ourselves and others.</p> <p>I can be positive and have fun while playing online games, and help others to do the same.</p> <p>I can identify what to do when I see cyberbullying.</p> <p>I can identify what rights and responsibilities I have as a creator. (Previous learning: see (R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>Multimedia Video Editing I can recognise video as moving pictures, which can include audio</p> <p>I can identify digital devices that can record video</p> <p>I can capture video using a digital device, improving it using reshooting and editing.</p> <p>I can recognise the features of an effective video</p> <p>I can consider the impact of the choices made when making and sharing a video (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>Multimedia Vector Drawing I can identify that drawing tools can be used to produce different outcomes</p> <p>I can create and evaluate a vector drawing by using tools, combining shapes, recognising layers and grouping objects to achieve a desired effect. (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>Systems and Networks I can explain that computers can be connected together to form systems</p> <p>I can recognise the role of computer systems in our lives</p> <p>I can recognise how information is transferred over the internet</p> <p>I can explain how sharing information online lets people in different places work together</p> <p>I can contribute to a shared project online evaluating different ways of working. (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>Data I can use a form to record information</p> <p>I can compare paper and computer-based databases</p> <p>I can apply my knowledge of a database to ask and answer real-world questions</p> <p>I can explain that tools can be used to select data to answer questions (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>Computer science and Programming</p> <p>Suggested technology: Scratch / Tinkr Drones</p> <p>I can write a program that includes count-controlled loops</p> <p>I can explain that a loop can stop when a condition is met, e.g. number of times and repeatedly check.</p> <p>I can design a physical project and create a controllable system which include selection</p> <p>I can explain how selection directs the flow of a program</p> <p>I can relate that a conditional statement connects a condition to an outcome</p> <p>I can design, create and evaluate a program which uses selection</p> <p>I can control a device connected to a computer (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>
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<p>Art</p>	<p>Drawing</p> <p>I can use line to convey feeling and emotion</p> <p>I can draw with an increasing confidence of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>I can draw lines, shapes and forms neatly and evenly with confidence, blending tones from light to dark smoothly.</p> <p>I can control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks</p> <p>I am developing an awareness of various mark making techniques for purpose and intention.</p> <p>(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p> <p>Sculpture and 3D</p> <p>I can design and make more complex forms in 3 dimensions, using a range of model making materials</p> <p>I understand how to finish my work to a good standard.</p> <p>I am developing my understanding of form as a 3D shape</p> <p>I am exploring materials that sculptures can be made from</p> <p>(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>Painting</p> <p>I can paint in a more creative style</p> <p>I can control the amount of paint I use to preserve finer details</p> <p>I can use and choose the most appropriate paint for my chosen piece e.g. acrylic on sculpture, watercolours for landscapes</p> <p>I can independently explore different techniques before painting e.g., trying out different media and mixing appropriate colours.</p> <p>I can control colour when painting – reducing hue, improving translucency.</p> <p>I can experiment with expressive painting techniques.</p> <p>I can work on sustained pieces reviewing and refining.</p> <p>I can add texture by using different types and quantity of paint.</p> <p>I can use complimentary and harmonious colours to enhance visuals</p> <p>I can represent form by using tints and shades created from darker and lighter colours rather than just black or white.</p> <p>I can experiment with expressive painting techniques.</p> <p>(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>			<p>Evaluate and Appraise</p> <p>I can use my sketch book to evaluate and adapt my work as my ideas develop.</p> <p>I can make annotations in my book to show my ongoing evaluations and how I might develop my work further.</p> <p>I can use appropriate language when comparing ideas, methods and approaches in my own and others' work.</p> <p>I can describe what I think and feel about my others' work and how this might influence my designs.</p> <p>(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>Painting</p> <p>I can develop paintings from drawings</p> <p>I can critically analyse the styles of artists, craft makers or designers and use this to inform my own work.</p> <p>I understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</p> <p>(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>
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DT

Nutrition

I can choose from a wide range of ingredients, considering how the ingredients work together

I can create and write my own simple recipe

I can use a range of cooking techniques including chopping, peeling, grating, slicing, mixing, spreading, kneading and baking

Technical Knowledge:

I understand that sometimes raw ingredients need to be processed before they can be used in cooking

I can understand that recipes can be adapted to change the appearance, taste and aroma of a dish

(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)

Fashion and Textiles

Design:

I can use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose.

I can generate, develop, model and communicate my ideas through discussion, annotated sketches, diagrams (cross-sectional, exploded), prototypes, pattern pieces and computer aided design

I can produce detailed, step by step plans that can be followed by myself and by others

I can use my previous knowledge to plan what tools and materials I will need to complete my product

I can suggest alternative plans and say what the good points/drawbacks of each are

Make

I can demonstrate skill in using different tools and equipment safely and accurately

I can cut and join with accuracy to ensure a good quality finished product

Evaluate:

I can evaluate existing products and complete market research

I can evaluate my own product, identifying strengths and areas for development by carrying out appropriate tests

Chinese Inventions

Design:

I can use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose.

I can generate, develop, model and communicate my ideas through discussion, annotated sketches, diagrams (cross-sectional, exploded), prototypes, pattern pieces and computer aided design

I can produce detailed, step by step plans that can be followed by myself and by others

I can use my previous knowledge to plan what tools and materials I will need to complete my product

I can suggest alternative plans and say what the good points/drawbacks of each are

Make

I can demonstrate skill in using different tools and equipment safely and accurately

I can cut and join with accuracy to ensure a good quality finished product

I can reinforce and strengthen and 3D framework

I can use a hand drill with supervision

Evaluate: I can evaluate my own product, identifying strengths and areas for development by carrying out appropriate tests

Goblin Car Unit

Design:

I can use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose.

I can generate, develop, model and communicate my ideas through discussion, annotated sketches, diagrams (cross-sectional, exploded), prototypes, pattern pieces and computer aided design

I can use my previous knowledge to plan what tools and materials I will need to complete my product

I can suggest alternative plans and say what the good points/drawbacks of each are

Make

I can demonstrate skill in using different tools and equipment safely and accurately

I can reinforce and strengthen and 3D framework

Evaluate:

I can evaluate existing products

I can evaluate my own product, identifying strengths and areas for development by carrying out appropriate tests

I can evaluate my work by during and at the end of the making process recording where I make modifications

Building Bridges

Design:

I can use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose.

I can generate, develop, model and communicate my ideas through discussion, annotated sketches, diagrams (cross-sectional, exploded), prototypes, pattern pieces and computer aided design

I can use my previous knowledge to plan what tools and materials I will need to complete my product

I can suggest alternative plans and say what the good points/drawbacks of each are

Make

I can demonstrate skill in using different tools and equipment safely and accurately

I can cut and join with accuracy to ensure a good quality finished product

I can reinforce and strengthen and 3D framework

Evaluate:

I can evaluate existing products

I can evaluate my own product, identifying strengths and areas for development by carrying out appropriate tests

<p>PE</p>	<p>Gymnastics (CPD) / Games (Basketball, hockey) I can link skills with control, technique, co-ordination and fluency. I can understand composition by performing more complex sequences. I can use gym vocabulary to describe how to improve and refine performances. I can develop strength, technique and flexibility throughout performances. I can create sequences using various body shapes and equipment. I can vary skills, actions and ideas and link these in ways that suit the game's activity. I can show confidence in using ball skills in various ways, and can link these together. I can use skills with co-ordination, control and fluency. I can take part in competitive games with a strong understanding of tactics and composition. I can begin to create my own games using knowledge and skills. I can make suggestions as to what resources can be used to differentiate a game. I can apply basic skills for attacking and defending. I can use running, jumping, throwing and catching in isolation and combination. I can watch and describe performances accurately. I can begin to make suggestions on how to improve individual and others work, commenting on similarities and differences. (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage))</p>		<p>Games (football) / OAA/ Dance I can begin to exaggerate dance movements and motifs (using expression when moving) I can begin to demonstrate strong movements throughout a dance sequence. I can combine flexibility, techniques and movements to create a sequence. I can begin to move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> I can begin to show a change of pace and timing in movements. I can use the space provided to its maximum potential. I can improvise, still demonstrating fluency across a sequence. I can modify parts of a sequence as a result of self and peer evaluation. I can begin to use more complex dance vocabulary to compare and improve work. (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage))</p>	<p>Games (Tennis) I can vary skills, actions and ideas and link these in ways that suit the game's activity. I can show confidence in using ball skills in various ways, and can link these together. I can use skills with co-ordination, control and fluency. I can take part in competitive games with a strong understanding of tactics and composition. I can begin to create my own games using knowledge and skills. I can make suggestions as to what resources can be used to differentiate a game. I can apply basic skills for attacking and defending. I can use running, jumping, throwing and catching in isolation and combination. (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage))</p>	<p>Athletics/ OAA I can build a variety of running techniques and use them with confidence. I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> I can begin to record peers' performances, and evaluate these. I can demonstrate accuracy and confidence in throwing and catching activities. I can describe good athletic performance using correct vocabulary. (Previous learning: see (Y1, Y2, Y3 & Y4 coverage)) I can use and interpret simple maps. I can begin to think activities through and problem solve using general knowledge. I can choose and apply strategies to solve problems. (Previous learning: see (Y3 & Y4coverage))</p>	<p>Games (Cricket/ rounders) I can vary skills, actions and ideas and link these in ways that suit the game's activity. I can show confidence in using ball skills in various ways, and can link these together. I can use skills with co-ordination, control and fluency. I can take part in competitive games with a strong understanding of tactics and composition. I can begin to create my own games using knowledge and skills. I can make suggestions as to what resources can be used for (Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage))</p>
<p>Music See Charanga scheme for objectives and previous coverage</p>	<p>Getting started with music tech</p>	<p>Emotions and musical styles</p>	<p>Exploring key and time signatures</p>	<p>Introducing chords</p>	<p>Words, meaning and expression</p>	<p>Identifying important musical elements</p>

<p>RE</p>	<p>How far would a Sikh go for his/her religion?</p> <p>I can explain how far a Sikh would go for his religion</p> <p>I can understand that there are different degrees of commitment.</p> <p>I can start to explain why I think some religious practices are more important than others.</p>	<p>Is the Christmas story true?</p> <p>I can give my opinion on the validity of the Christmas story.</p> <p>(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>Are Sikh stories important today?</p> <p>I can discuss whether Sikh stories are still important today.</p> <p>I can discuss my own ideas about the values to live by, comparing them to religious ideas.</p>	<p>Did God intend Jesus to be crucified?</p> <p>I can give my opinion on some events in Holy Week that tell Christians about Jesus' identity and purpose.</p> <p>I can discuss whether God intended Jesus to be crucified.</p> <p>I can discuss whether Jesus knew he was going to be crucified.</p> <p>I can start to explain why I think some religious practices are more important than others.</p> <p>(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>	<p>What is the best way for a Sikh to show commitment to God?</p> <p>I can explore the best ways in which Christian's and Sikhs show their commitment to God.</p> <p>I can understand that there are different degrees of commitment.</p>	<p>What is the best way for a Christian to show commitment to God?</p> <p>I can explore the best ways in which Christian's and Sikhs show their commitment to God.</p> <p>I can discuss my own ideas about the values to live by, comparing them to religious ideas.</p> <p>I can understand that there are different degrees of commitment.</p> <p>(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)</p>
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Online safety

I can show an understanding that same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

I can critically consider my online friendships and sources of information including awareness of the risks associated with people I have never met

I can show an understanding that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Rights

I can understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy

I can learn about organisations such as the United Nations

I can understand the importance and significance of equal rights
(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)

Physical wellbeing

I can show an understanding of the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

I can show an understanding of key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

I can show an understanding of the characteristics and mental and physical benefits of an active lifestyle

I can show an understanding of the importance of making changes in adopting a more healthy lifestyle

I can show an understanding of what constitutes a healthy diet (including understanding calories and other nutritional content)

I can show an understanding about the different food groups and their related importance as part of a balanced diet

I can develop an awareness of myr own dietary needs

I can show an understanding of the principles of planning and preparing a range of healthy meals

I can cook and apply the principles of nutrition and healthy eating

I can prepare and cook with a variety of ingredients, using a range of cooking techniques

I can show an understanding of the concepts of basic first-aid, for example dealing with common injuries, including head injuries

Mental wellbeing

I can show an understanding of how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings

I can show an understanding about the cyclic nature of life and how death is an inevitable part of this cycle

I can show an understanding of how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

I can understand the need for empathy when peers are experiencing conflict at home

I can show that mental wellbeing is a normal part of daily life, in the same way as physical health

I can show the basic synergy between physical, emotional and mental health

Diversity and equality

I can understand why structure is needed in different situations

I can understand the term 'anarchy' and understand the implications of living in an anarchic society

I can understand the benefits of living in a diverse community and learn to celebrate diversity

(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)

Relationships

I know how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

I know and understand the importance of listening to others

I understand the role of the listener in any Relationship

I can recognise that there are many ways to communicate

I understand the need to both listen and speak when communicating know the importance of permission-seeking and giving in relationships with friends, peers and adults

I recognise that there are many different ways to communicate

I understand the need for confidentiality in certain situations

I understand that there are many situations in which collaboration is necessary

I understand the need to develop team work skills

I recognise that there are many roles within a community

I understand the need to collaborate in a group situation with others

Respectful relationships

I can recognise that there are many ways to communicate

I can understand the need to both listen and speak when communicating with others

I can show an understanding that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

I can understand the importance of touch in a range of contexts

I can show an understanding of the difference between appropriate and inappropriate touches

I can recognise and report feelings of being unsafe or feeling bad about any adult

(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)

Caring friendships

I can show an understanding of the importance of permission-seeking and giving in relationships with friends, peers and adults

I can recognise that there are many different ways to communicate

I can understand the need for confidentiality in certain situations

I can understand that there are many situations in which collaboration is necessary

I can understand the need to develop teamwork skills

I can recognise that there are many roles within a community

I can understand the need to collaborate in a group situation

(Previous learning: see (N, R, Y1, Y2, Y3 & Y4 coverage)

Languages

Phonics Lesson 3 Date

Listening

-I can listen more attentively and for longer.
-I can listen to unfamiliar language and deduce some meaning using decoding skills.

Speaking

-I can communicate on a wider range of topics and themes.
-I can remember and recall a wider range of vocabulary.
-I can ask questions with confidence and spontaneity.
-I can answer questions with confidence and spontaneity.
-I can incorporate a negative reply with confidence and-I can apply my phonics knowledge.
(Phonics Lesson 3)

Reading

-I can read longer passages in the foreign language.
-I can start to decode the meaning of unknown words using cognates and context.spontaneity.

Writing

-I can write a paragraph using familiar language.
-I can incorporate connectives in my paragraph.
-I can incorporate conjunctions in my paragraph.
-I can incorporate a negative response in my paragraph.
-I can incorporate adjectival agreement in my paragraph.
-I can substitute words for suitable alternatives.

Grammar

-I can recognise definite, indefinite and partitive articles using noun gender.
-I can use adjectival agreement.
-I can use possessive adjectives
-I can start to conjugate verbs in full..
(EG: 'I wear..', 'You wear..
'he/she wears...')

(Previous learning: see Y3 & Y4 coverage)

Planets

Listening Speaking Reading Writing Grammar

I can statement as per Aut 1

Clothes

Listening Speaking Reading Writing Grammar

I can statement as per Aut 1

I can compare and contrast and reflect about appreciating French culture.
(Based on unit taught)

Pets

Listening Speaking Reading Writing Grammar

I can statement as per Aut 1

Culture

French Independence day - 14th July -

I can compare and contrast and reflect about appreciating French culture.
Language Angels/ French/ Core Vocabulary/ French cultural lessons/ Lesson 5
Interactive game

You can merge columns together if things run over the whole term. Consider what themes areas of learning you are focussing on. What is your vehicle for teaching? - e.g. the Mayas. This might cover the history and geography but it is not going to link with science and computing; these subjects will have a different vehicle for teaching. We need to move away from thinking about things as topics.