

Year 5 Long term plan	Autumn 1 Topic from a book: Friend or Foe	Autumn 2 When Hitler Stole Pink Rabbit	Spring 1 Key Question: Is the world a fair place?	Spring 2 Portals to the past	Summer 1 Real-Life Experience: KidZania	Summer 2 Space & Production
Topic	Main: WW2 Mini: the development of Harlow		Main: Africa Mini: The Ancient Egyptians		Main: Extreme Earth Mini: Careers	

Reading	Book: Friend or Foe (Whole Class Reading) Whole Class reading: Friend or Foe Reading Comprehension: Based around class book	Book: When Hitler Stole Pink Rabbit (Whole Class Book) Whole Class reading: When Hitler Stole Pink Rabbit Reading Comprehension: Based around class book	Book: Chosen by children Whole Class reading: Science extracts linked to topic Egyptian extracts linked to topic Global Warming linked to Philosophy Reading Comprehension: Linked to Whole Class Reading		Book: Chosen by children Whole Class reading: How to turn \$100 into \$1,000,000 Reading Comprehension: Linked to Whole Class Reading	Book: Curiosity of the mars rover Whole Class reading: Extracts linked to Space and entrepreneurial extracts Reading Comprehension: Linked to Whole Class Reading
	-Read for a range of purposes. -Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described. -Have an active and positive attitude towards reading. -Listen to, read and distinguish an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.					
	Participate in discussions about books that are read to them and those read themselves, building on their own and others ideas and challenging views courteously. Check that the text makes sense to them, discussing their understanding and explore the meaning of new words.	Increase familiarity with a wide range of books. <i>Recognise that different parts of the text may have different purposes.</i>	Recommend books that they have read to their peers, giving reasons for their choices. Make comparisons within and across books. Predict what might happen and explain using stated and implied detail and wider personal understanding of the world.	Distinguish between fact and opinion. Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	Summarise using an appropriate amount of detail as evidence.	Identify how choices of language contributes to meaning. Learn a wider range of poems by heart. Know a range of children's poets. (The lost words)
	Ongoing: Develop stamina as readers, reading for longer periods. To cope with more demanding texts. Answer questions to improve their understanding of the text.					

Writing Genre	Writing from the perspective of a character Letters	Creative writing Biography	Diary entries Descriptive writing Character description	Story Settings Newspaper reports	Sales pitches Creative Writing	Script writing Poems
Handwriting Vocabulary	As R- Y4 plus: Develop style for speed, Looping, Pen breaks, Different styles for different purposes					
Readiness and Posture	Be reminded to sit correctly and comfortably. Have a sharp pencil.					
Handwriting	Formation: Ensure all letters and numbers are formed correctly. Placement and position: To increase the speed of their		Master joining: To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.			

	handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.					
Alan Peat sentences	Recap Y1 – 4 ___ing, ___ed sentences	NOUN, who/ which/ where sentences	Outside (inside) sentences	Short sentences	The more, the more sentences	
Spelling	<p>Ongoing: Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Learn Year 5-6-word list see English appendix 1 Understanding the history of words and relationships between them can also help with spelling. (e.g. Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a) Use further prefixes and suffixes and understand the guidance for adding them</p>					
	<p>Week 2: Strategies at the point of writing: Have a go Week 3: Words with the letter string 'ough' Week 4: Words with 'silent' letters & Use of spelling journals for Etymology Week 5: Words ending in '-able' and '-ible' Week 6: Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) Week 7: Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Week 1: Selected spellings taught last half term and new spellings for this half term Week 2: From previous years: plurals (adding '-s', '-es' and '-ies') & apostrophe for contraction and possession Week 3: Use of the hyphen Week 4: Strategies for learning words: words from statutory and personal spelling lists. Week 5: Proofreading, focusing on checking words from personal lists Week 6: Using a dictionary to support learning word roots, derivations and spelling patterns Week 7: Strategies at the point of writing: building new words from known morphemes</p>	<p>Week 1: From Years 3 and 4: apostrophe for possession & learning personal spellings Week 2: Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Week 3: Words ending in '-ably' and '-ibly' Week 4: Using spelling journals for etymology Week 5: Strategies for learning words: homophones Week 6: Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Week 1: Proofreading: checking from another source after writing Week 2: Building words from root words Week 3: Strategies for learning words: words from statutory and personal spelling lists Week 4: Words with the /i:/ sound spelt 'ei' Week 5: Homophones</p>	<p>Week 1: Strategies for learning words: using a range of strategies Week 2: Strategies at the point of writing: using etymological/ morphological strategies for spelling Week 3: Strategies for learning words: words from statutory and personal spelling lists Week 4: Proofreading for words on statutory list Week 5: Homophones (cereal/serial, father/farther, guessed/guest, morning/ mourning, who's/whose) Week 6: Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Week 1: Spellings taught in the last half term Week 2: Proofreading: use of dictionary to check words referring to first three or four letters Week 3: Strategies for learning words: problem suffixes Week 4: Homophones Week 5: Strategies for learning words: words from statutory and personal spelling lists Week 6: Spelling aspects from Year 5 that are not secure</p>

Composition, Planning, Writing (draft), Editing and Evaluating	To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.	To consistently link ideas across paragraphs.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
Awareness of Audience, Purpose and Structure		To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.		To regularly use dialogue to convey a character and to advance the action.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
Sentence Construction and Tense			To ensure the consistent and correct use of tense throughout all pieces of writing.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.		
Use of Phrases and Clauses	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.				
Punctuation			To use brackets, dashes or commas to indicate parenthesis.		To use commas consistently to clarify meaning or to avoid ambiguity.	
Use of terminology To recognise and use the terms:	cohesion	relative pronoun, relative clause	parenthesis, bracket, dash	modal verb	ambiguity	
Appendix 2	Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Text: Linking ideas across paragraphs using adverbials of time [for example, later], place [for	Sentences: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Punctuation: Brackets, dashes or commas to indicate parenthesis	Sentences: Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Punctuation: To use commas consistently to clarify meaning or to avoid ambiguity.	Word suffixes – nouns: Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]

	example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]					Verb prefixes [for example, dis-, de-, mis-, over- and re-]
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Spoken Language	<p>Listen and respond: Listen and respond appropriately to adults and their peers</p> <p>Articulation: Articulate and justify answers, arguments and opinions</p> <p>Attention: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Fluency: Speak audibly and fluently with an increasing command of Standard English</p>	<p>Question: Ask relevant questions to extend their understanding and knowledge</p> <p>Describe and explain: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Discuss, present and perform: Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Vocabulary: Use relevant strategies to build their vocabulary</p> <p>Express understanding: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Maintain interest: Gain, maintain and monitor the interest of the listener(s)</p> <p>Viewpoints: Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Register: Select and use appropriate registers for effective communication</p>
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Maths	<p>5PV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 10 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</p> <p>5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.</p>	<p>NPV-3 Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</p> <p>NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</p> <p>NPV-5 Convert between units of measure, including using common decimals and fractions.</p> <p>*Addition & subtraction*</p> <p>*Formal written methods*</p>	<p>NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)</p> <p>MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.</p>	<p>MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.</p> <p>D-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.</p> <p>MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</p>	<p>F-1 Find non-unit fractions of quantities.</p> <p>F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</p> <p>F-3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.</p>	<p>G-1 Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.</p> <p>G-1 Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.</p> <p>*Consolidation, Catch-up, fluency and mastery*</p>
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<p>Working Scientifically</p>	<p>Question: Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Predict: Use test results to make predictions to set up further comparative and fair tests Observe: Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record: Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Interpret: Report and present findings from enquiries, including conclusions and causal relationships, in oral and written forms such as displays and other presentations. Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p>				
<p>Science</p>	<p>State of Matter: •Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <ul style="list-style-type: none"> • 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. • 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, oxidation and the action of acid on bicarbonate of soda. <p>Working scientifically</p> <ul style="list-style-type: none"> •Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary •Use test results to make predictions to set up further comparative and fair tests 	<p>Biology/Animals Including Humans: • Describe the changes as humans develop to old age.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> •Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate •Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<p>Living Things and Their Habitats: • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals <p>Working scientifically</p> <ul style="list-style-type: none"> •Report and present findings from enquiries, including conclusions and causal relationships, in oral and written forms such as displays and other presentations •Begin to identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>Physics:</p> <p>Forces and Magnets: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as 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. <p>Working scientifically</p> <ul style="list-style-type: none"> •Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary •Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate •Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<p>Earth's movement in space</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Working scientifically</p> <ul style="list-style-type: none"> •Report and present findings from enquiries, including conclusions and causal relationships, in oral and written forms such as displays and other presentations •Begin to identify scientific evidence that has been used to support or refute ideas or arguments.
<p>Scientist</p>	<p>Jamie Garcia (BP website)- Invention of a new plastic</p>	<p>Leonardo Da Vinci – Human forms & anatomy</p>	<p>Sir David Attenborough- Animal Behaviourist</p>	<p>Isaac Newton- Gravity Galileo Galilei - Gravity and Acceleration</p>	<p>Neil Armstrong- First man on the Moon Helen Sharman- GB astronaut</p>

Big Question	How can we change materials reversibly and irreversibly?	Do all plants and animals reproduce in the same way?	Do all plants and animals start life as an egg?	How and why do objects move?	Sun, Earth & Moon: What is moving and how do we know?
Working scientifically	<p>Fair testing How does the insulator of a material affect how quickly it will lose heat?</p> <p>Pattern seeking Do all stretchy materials stretch in the same way?</p>	<p>Comparative testing Who grows the fastest, girls or boys?</p> <p>Research Why do people get grey/white hair when they get older?</p>	<p>Pattern seeking Is there a relationship between a mammal's size and its gestation period?</p> <p>Observation over time How does a chick/duckling change over their lifetime?</p>	<p>Identifying and Classifying Can you label and name all the forces acting on the objects in each of these situations?</p> <p>Research How do submarines sink if they are full of air?</p>	<p>Observation over time Can we see patterns in the shape of the moon over a period of a month?</p> <p>Comparative testing How does the length of daylight hours change in each season?</p> <p>Identifying and Classifying How could you organise all the objects in the solar system into groups?</p>

Computing	<p>Online Safety & Technology in our lives I protect my password and other personal information. I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. I know that anything I post online can be seen, used and may affect others. I can talk about the dangers of spending too long online or playing a game. I can describe different parts of the Internet & use different online communication tools for different purposes. I can use a search engine to find appropriate information and check its reliability. I can recognise and evaluate different types of information I find on the World Wide Web. I can describe the different parts of a webpage. I can explain the importance of communicating kindly and respectfully. I can discuss the importance of choosing an age-appropriate website, app or game. I can explain why I need to protect my computer or device from harm.</p>	<p>Online Safety I can find out who the information on a webpage belongs to. I know which resources on the Internet I can download and use. I can describe the ways in which websites advertise their products to me.</p> <p>Programming & coding: I can refine a procedure using repeat commands to improve a program. I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. I can use logical reasoning to detect and debug mistakes in a program.</p> <p>I can use a variable to increase programming possibilities. I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</p>	<p>I can use 'if' and 'then' commands to select an action and change an input to a program to achieve a different output.</p> <p>I use logical thinking, imagination and creativity to extend a program.</p> <p>I can talk about how a computer model can provide information about a physical system.</p>	<p>Multimedia: I can select an appropriate online or offline tool to create and share ideas.</p> <p>I can use text, photo, sound and video editing tools to refine my work.</p> <p>I can use the skills I have already developed to create content using unfamiliar technology.</p> <p>I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</p> <p>I can review and improve my own work and support others to improve their work.</p>	<p>Data Handling: I can choose an appropriate tool to help me collect data and record on a spreadsheet or database.</p> <p>I can present data in an appropriate way.</p> <p>I can search a database using different operators to refine my search.</p> <p>I can talk about mistakes in data and suggest how it could be checked.</p>	<p>Report writing</p> <p>Repeat any online safety targets that may need to be revisited dependent on the class needs.</p>
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<p>Online Safety</p>	<p>Privacy Settings: Create and use strong and secure passwords.</p> <p>Online bullying -Explain how to block abusive users. -Explain how they would report online bullying on the apps and platforms that they use. -Describe the helpline services who can support them and what they would say and do if they needed their help (e.g. - Childline).</p> <p>Privacy Settings: -Explain how many free apps or services may read and share their private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>-Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why they should seek permission from a trusted adult before purchasing.</p>	<p>Online – reputation -Search for information about an individual online and create a summary report of the information they find.</p> <p>-Describe ways that information about people online can be used by others to make judgments about an individual.</p>	<p>Online bullying -Recognise when someone is upset, hurt or angry online.</p> <p>-Describe how to get help for someone that is being bullied online and assess when they need to do or say something or tell someone.</p> <p>Health, well-being and life styles -Describe ways technology can affect healthy sleep and can describe some of the issues.</p> <p>-Describe some strategies, tips or advice to promote healthy sleep with regards to technology</p>	<p>Copyright and Ownership -Assess and justify when it is acceptable to use the work of others. -Give examples of content that is permitted to be reused.</p> <p>Managing Online Information: -Explain why some information they find online may not be honest, accurate or legal.</p> <p>-Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p> <p>-Use different search technologies.</p> <p>-Evaluate digital content and can explain how they make choices from search results.</p> <p>-Explain key concepts including data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p>	<p>Managing Online Information: -Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>-Explain what is meant by 'being skeptical'. Give examples of when and why it is important to be 'skeptical'.</p> <p>-Explain what is meant by a 'hoax'. Explain why they need to think carefully before they forward anything online.</p>	<p>Online Relationships: -Explain that there are some people they communicate with online who may want to do them or their friends harm. Recognise that this is not their fault.</p> <p>-Make positive contributions and be part of online communities.</p> <p>-Describe some of the communities in which they are involved and describe how they collaborate with others positively.</p> <p>Self-image and Identity -Explain how identity online can be copied, modified or altered.</p> <p>-Demonstrate responsible choices about their online identity, depending on context.</p>
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PE- Objectives from Getset4PE scheme	<u>Football & Dance</u>	<u>Gymnastics & Hockey</u>	<u>Swimming, Ball Games & Dance</u>	<u>Rounders & Games</u>	<u>Athletics & Tennis</u>
	<p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Learn to play fairly whilst following the rules and showing good sportsmanship</p> <p>Begin to comment on their own and other's performances and offer constructive feedback</p>	<p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Begin to comment on their own and other's performances and offer constructive feedback</p>	<p>Swim competently, confidently, and proficiently over a distance of at least 25 meters</p> <p>Use a range of strokes effectively (for example front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p>	<p>Use a variety of running, jumping, throwing and catching techniques in isolation and in combination</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p>	<p>Begin to comment on their own and other's performances and offer constructive feedback.</p> <p>Learn to play fairly whilst following the rules and showing good sportsmanship</p>
PE attitude	<p>-Children will become confident competing in a range of different sporting activities.</p> <p>-Children will recognise that keeping active plays a big part in their physical and mental well-being and this will help them to lead healthy, active lifestyles.</p> <p>-PE will help children to build character and help to embed values such as fairness and respect.</p> <p>-Children will be encouraged to show good sportsmanship and support, motivate and encourage their peers and teammates.</p>				

RE	<p>E1- Is believing in God reasonable? (Multi/humanist)</p> <p>E2 – How has belief in _____ impacted on music and art through history? (Christianity/ Muslim)</p>	<p>E3- What can we learn about the world/knowledge/meaning of life from the great philosophers? (Buddhist/Christian)</p> <p>E4- What difference does the resurrection make to Christians? (Christianity)</p>	<p>E5- How do Hindus make sense of the world?</p>
	<p>E1 Explain the different philosophical answers to questions relating to meaning and existence.</p> <p>E1 Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas, for example.</p> <p>E1 Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>E1 Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.</p> <p>E2 Show awareness that talking about religion and belief can be complex.</p> <p>E2 Explain how beliefs impact on and influence individual lives, communities, and society, and how individuals, communities, and society can also shape beliefs.</p> <p>E2 Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.</p>	<p>E3 Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.</p> <p>E3 Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.</p> <p>E3 Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.</p> <p>E3 Understand the relationship between the concept of a corporeal and incorporeal world.</p> <p>E4 Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.</p> <p>E4 Describe the divergent Christian interpretations of the resurrection.</p> <p>E4 Describe the significance of resurrection and how it shapes how Christians see the world and others.</p> <p>E4 Describe how the resurrection effects how Christians might live their lives.</p>	<p>E5 Describe different sources of authority and how they link with beliefs.</p> <p>E5 Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p>E5 Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.</p> <p>E5 Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p> <p>E5 Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>

Geography	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Recap on geographical changes to features and how processes can impact this.</p> <p>Understand and analyse geographical similarities/ differences through studying human/ physical features of a region of the UK.</p> <p>Describe and understand key aspects of physical geography including water cycle and rivers.</p> <p>Describe and understand key aspects of physical geography including biomes. Compare geographical sources.</p> <p>Understand how the impact of changes has affected what places look like.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>
	<p>Location- Understand how the impact of changes has affected what places look like.</p> <p>Mapping- Use fieldwork to observe and measure the human/ physical features by making plans and graphs.</p> <p>Interpret- Identify the position and significance of latitude and longitude</p>		

History	<p>Historical enquiry: -Use contradicting sources that show contrasting arguments - Give some reasons for some important historical events. Impact- ensure discussion of empathy: -Study different aspects of life of different people and how it has influenced Britain and how Britain has influenced others - Examine causes and results of great events and the impact on people - Compare life in early and late times studied compare an aspect of life with the same aspect in another period</p> <p>*Ongoing- Have secure understanding short term and long-term timescale and the result of these events</p>	<p>EMPATHY VOCABULARY: Gain and deploy historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understanding of Local, regional, national, international.</p> <p>*Ongoing- -Use dates to order and place events on a timeline. Which patterns and links do they spot? Link them to previous events they are familiar with confidently. -Use and recall dates and time periods securely.</p>	<p>Compare life in the early and late times studied compare an aspect of life with the same aspect in another period. Give some reasons for some important historical events. (Repeated)</p> <p>– Differences between men and women and how life has changed based on key events</p> <p>- Frame historical questions to give their own structured account.</p>	<p>*Ongoing- Historical enquiry: -Understand that the type of information available depends on the period of time studied. -Evaluate the usefulness of a variety of sources. -Compare sources of information available for the study of different times in the past.</p>	<p>Study a modern day astronaut (Tim Peake) and Neil Armstrong linked to Science</p> <p>(Mini Topic Careers) – Differences between men and women and how life has changed based on key events (Repeated)</p>
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focused artists	Rene Magritte	Henry Moore	Leonardo Da Vinci	Andy Warhol Pop Art
Art	<p>Create/Explore: to create sketch books to record their observations and use them to review and revisit ideas Confidently use sketchbooks for a variety of purposes including recording observations, planning and developing ideas.</p> <p>Painting: -Create a colour palette based upon primary, secondary and tertiary colours. -Develop a personal style of painting, drawing upon ideas from other artists. Experiment with creating mood with colour.</p>	<p>Sculpture: Show life-like qualities and real life proportions. Create visual and tactile (actual feeling) texture.</p>	<p>Drawings: Drawings begin to show an understanding of the effect of light and dark on objects and people. Use a variety of techniques to add interesting effect. Use a choice of techniques to depict movement.</p> <p>Analyse and reflect on their own progress taking account what they would like to achieve.</p> <p>Master techniques: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Painting: Confidently use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Confidently use watercolour paint to produce washes for background and then add detail.</p>

DT - Anderson Shelters. - Construction- Levers, Gears and Pulleys (a device to build a pyramid) - Dragon's den- product creation/invention	<p><u>Materials/Construction/Textiles</u> Research criteria to inform the design of a functional and appealing product that is fit for purpose, aimed at particular groups</p> <p><u>Construction</u> Apply their understanding of how to strengthen and reinforce more complex structures</p> <p><u>Construction/Textiles/Materials</u> Design Develop, model and communicate their ideas through discussion, annotated sketches, prototypes, and computer-aided design</p> <p>Make <u>Construction/Textiles</u> Apply their understanding of how to strengthen and reinforce more complex structures</p> <p>Evaluate <u>Materials/Textiles/ Construction</u> Investigate and analyse a range of products. Evaluate and develop their ideas and products against their own design criteria and consider the view of others to edit and improve their work.</p>	<p><u>Materials/Construction/Textiles</u> Research criteria to inform the design of a functional and appealing product that is fit for purpose, aimed at particular groups</p> <p><u>Construction</u> Apply their understanding of how to strengthen and reinforce more complex structures</p> <p>Develop their understanding and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p><u>Construction/Textiles/Materials</u> Design Develop, model and communicate their ideas through discussion, annotated sketches, prototypes, and computer-aided design</p> <p>Make <u>Construction/Textiles</u> Apply their understanding of how to strengthen and reinforce more complex structures</p> <p>Develop their understanding and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p>Evaluate <u>Materials/Textiles/ Construction</u> Investigate and analyse a range of products Evaluate and develop their ideas and products against their own design criteria and consider the view of others to edit and improve their work.</p>	<p><u>Materials/Construction/Textiles</u> Research criteria to inform the design of a functional and appealing product that is fit for purpose, aimed at particular groups</p> <p><u>Construction</u> Apply their understanding of how to strengthen and reinforce more complex structures</p> <p>Develop their understanding and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p><u>Construction/Textiles/Materials</u> Design Develop, model and communicate their ideas through discussion, annotated sketches, prototypes, and computer-aided design</p> <p>Make <u>Construction/Textiles</u> Apply their understanding of how to strengthen and reinforce more complex structures</p> <p>Develop their understanding and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p>Evaluate <u>Materials/Textiles/ Construction</u> Investigate and analyse a range of products Evaluate and develop their ideas and products against their own design criteria and consider the view of others to edit and improve their work.</p>
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Music Assembly	National Curriculum Aim One – Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the work of the great composers and musicians.		
Music	<p>Listen: -Understand how cyclic patterns are formed</p> <p>Appraise: Respond to music through movement, dance and other expressive forms</p> <p>Compose: -Invent simple repeating patterns</p>	<p>Listen: Internalise and recall sounds *Distinguish differences between timbre and texture between a wide variety of instruments and instrumentation</p> <p>-Understand how sounds can be contrasted</p>	<p>Sing: *Sing in two parts with clear diction and control of pitch -Know about breathing and dynamics Know about phrase and structure within songs Develop their performances in response to suggestions</p>

	<p>Fit different rhythm patterns together to create an intended effect</p> <p>Compose by developing ideas within given structures e.g. rounds, question and answer structure</p> <p>-Record compositions using graphic symbols that show an increasing understanding of conventional notation</p> <p>*Make improvements to their own work, commenting on the intended effect</p> <p>Play:</p> <p>*Play percussion instruments with control, rhythmic accuracy and expression</p> <p>Relate sounds to notations and know how music can be described using conventional notation</p> <p>Develop their performances in response to suggestions</p>	<p>-Understand the effect of different pitched notes being played together and how they can sound tense or relaxed</p> <p>-Respond to each other's compositions and review using appropriate vocabulary</p> <p>Appraise:</p> <p>*Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</p> <p>-Identify differences between how musical elements have been used</p> <p>Identify and explore how music reflects different intentions</p> <p>Compose:</p> <p>-Analyse and compare sounds</p> <p>-Use IT resources to explore and record sounds</p> <p>*Make improvements to their own work, commenting on the intended effect</p>	
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<p>Spanish Vocabulary coverage</p>	<ul style="list-style-type: none"> Recap body parts and foods- link to daily routines Hobbies/ sports Action verbs 	<ul style="list-style-type: none"> Where do you live? Descriptions of places Countries Weather 	<ul style="list-style-type: none"> Clothes Transport
<p>Spanish</p>	<p>USING STORIES AND RHYMES</p> <p>-Use a dictionary to find the meaning of unknown words.</p> <p>-Engage in conversations: express opinions and respond to those of others. Answer question in full sentences.</p> <p>-Prepare, practise and present a simple conversation/ roleplay re-using familiar vocabulary and structures in new contexts.</p>	<p>Speaking and listening</p> <p>Listen attentively and understand more complex phrases and sentences within stories.</p> <p>Use Spanish phonics when speaking out loud and recognise how they link to spellings.</p>	<p>Reading</p> <p>Continue to broaden vocabulary and understand sentences where vocabulary from various topics is combined.</p>

<p>Philosophy</p>	<p>-Ask and answer reflective, relevant questions.</p> <p>-Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective.</p> <p>-Explain what the consequences of an action might be.</p> <p>-Hold a conversation with peers and adults.</p> <p>-Use eye contact and body language to communicate.</p> <p>-Agree and disagree constructively with others' views.</p> <p>-Make notes when listening.</p>	<p>-Present a well-structured, persuasive argument for your opinion including reasons and evidence.</p> <p>-Disagree politely with peers</p> <p>-Reach agreement in a group.</p> <p>- Use different techniques previously taught when debating</p> <p>-Consider, evaluate and build on different viewpoints during debates and discussions.</p> <p>-Extract key points when listening to an adult and ask relevant questions after listening.</p> <p>-Use inclusion techniques in a group e.g. questions, eye contact, people's names</p>	<p>-Plan and deliver a presentation with information from a wide range of sources including book-based and ICT with an 'attention grabbing' opening and a satisfying conclusion.</p> <p>-Identify and adopt the features of formal register</p> <p>-Discover and make connections by recognising patterns and relationships and use findings flexibly.</p> <p>-Speculate about possibilities and their subsequent consequences.</p> <p>-Challenge conventions and their own and others' assumptions.</p> <p>-Reflect critically on ideas and outcomes.</p>
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<p>Personal Development</p>	<p>PE how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>PSHE All Year Groups: about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>PSHE about the new opportunities and responsibilities that increasing independence may bring</p> <p>PSHE (All Year Groups) strategies to manage transitions between classes and key stages</p> <p>PSHE to recognise that there are different types of relationships (e.g. friendships, family relationships, online relationships)</p> <p>PSHE Y5 to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>PSHE Y5 that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>Y5 WW2 Topic about discrimination: what it means and how to challenge it</p> <p>PSHE TDW about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>Philosophy. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Taught through Online Safety curriculum</p> <p>OS reasons for following and complying with regulations and restrictions(including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>PSHE OS. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>PSHE OS how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>TG PSHE OS where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>DT Y5 to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>DT& Topic Y5 that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>PSHE Y5 about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p>Y5 Science about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>Y5 Science that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>PSHE All Year Groups: that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>PSHE All Year Groups: about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Y5 Science about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections)</p> <p>Y5 Science about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Y5 Science about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>Y5 Science about where to get more information, help and advice about growing and changing, especially about puberty Y5</p>	<p>PSHE Y3 & 5 about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat</p> <p>Y5 Science. to recognise that feelings can change over time and range in intensity</p> <p>Science investigations & play time how to predict, assess and manage risk in different situations</p> <p>Visitors about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>PSHE Y5 & 6 strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>PSHE Y5 & 6 to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>PSHE Y5 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>PSHE (All Year Groups) strategies to manage transitions between classes and key stages</p> <p>PSHE Y5 how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>PSHE Y5/ Y6 how friendships can change over time, about making new friends and the benefits of having different types of friends</p>
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