Warton St Paul's
Church of England Primary Academy
A member of CDARI

YEAR FIVE AND SIX LONG TERM PLAN A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES *WELL-BEING & BEHAVIOUR FOR LEARNING*	WONDERFUL WARTON	AIN'T NO MOUNTAIN HIGH ENOUGH	OUT OF THIS WORLD	MAY THE FORCE BE WITH YOU	BRILLIANT BRAZIL	GOING FOR GOLD
POSSIBLE TEXTS	-**Gorilla (Anthony Browne)** -Biographies - David Attenborough, Jane Goodall, Steve Irwin, Roald Dahl -The Lion, the Witch and the Wardrobe (C.S Lewis) -BFG (Roald Dahl)	-The Lion, the Witch and the Wardrobe (C.S Lewis) -A Christmas Carol (retold by Gill Tavner) -The Boy Who Harnessed the Wind (William Kamkwamba and Bryan Mealer) -The Magic School Bus	**-Cosmic (Frank Cottrell Boyce)** -The Skies Above My Eyes (Charlotte Gullain) -George's Secret Key to the Universe (Lucy Hawking,	-Beowolf (Michael Morpurgo) -Outlaw (Michael Morpurgo) -Anglo Saxon Boy (Tony Bradman) -The Buried Crown (Ally Sherrick) **-Kick! (Mitch Johnson)**	**-The Explorer (Katherine Rundell)** -Over and Under the Rainforest (Kate Messner & Christopher Silas Neal) -South American Folklore	-Who Let the Gods Out? (Maz Evans) Fleeced! (Julia Wills) -Percy Jackson and the Lightning Thief (Rick Riordan) -A Visitor's Guide

		and the Electric Field Trip (Joannea Cole)	Stephen Hawking) -A Galaxy of her own (Libby Jackson) -Hidden Figures (Margot Lee Shetterly)		-Ramshackle Rainbow: Poems for Year 5 (Pie Corbett) - Imagine (Pie Corbett) -Predictable (Bruce Lansky) -If: A Treasury of Poems for Almost Every Possibility (Allie Esiri)	to Ancient Greece (Lesley Sims)
Theme Days and Enrichment Weeks	Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

Assessment opportunities	Formative assessment Baseline opportunities in Reading, Maths and Writing Half termly	Half termly assessments in English and Maths Teacher Assessment Writing	Half termly assessments in English and Maths Teacher Assessment Writing	Half termly assessments in English and Maths Teacher Assessment Writing	Half termly assessments in English and Maths Teacher Assessment Writing	End of year summative assessments in English and Maths Teacher Assessment Writing

	assessments in English and Maths					
Parental Involvement	Friday Open Afternoon Meet the Teacher Reading workshop	Friday Open Afternoon Carol Service Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop	Friday Open Afternoon Parents Evening Art workshop / Gallery	Friday Open Afternoon Maths Morning	Friday Open Afternoon Sports Day Proud Clouds

Christian Values	**Respect** "Show respect for all people. Love the brothers and sisters of God's family. Respect God. Honour the king" Peter 2:17	**Thankfulness** "Give thanks in all circumstance; for this is God's will for you in Christ Jesus." Thessalonians 5:18	**Friendship** "A friend loves you all the time. A brother is always there to help you." Proverbs 17:17	**Forgiveness** "The Son paid for our sins, and in him we have forgiveness" Colossians 1:14	**Truthfulness** "Then you will know the truth. And the truth will make you free." John 8:32	**Courage** "Be strong and brave. Don't be afraid of them. Don't be frightened. The Lord your God will go with you. He will not leave you or forget you." Deuteronomy 31:6
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.

	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.		**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.			
PSHE	My Happy Mind Curriculum Map.pdf					

ENGLISH Word reading, Comprehension, Developing a	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme

PASSION FOR READING Children will visit the library weekly	Colour LAPS Reading Plannin… See LAP 1 Year 5 and 6		Colour LAPS Reading Planning for Progressi… See LAP 2 Year 5 and 6		Colour LAPS Reading Planning for Progressi… See LAP 3 Year 5 and 6	
	Narrative: Novel as a theme **Non-Fiction: Biography** **WAC: Naturalist biographies** **Letter to a Warton villager from the past** **Journey of a tadpole - diary**	**Narrative: Film and Play Scripts (Narnia)** **Non-Fiction: Explanation texts** **WAC: Diary entry for a Warton villager from the past** **Electricity explanation text** **Christmas setting description** **Nativity newspaper report** **Nativity play script scene**	**Narrative: Science fiction** **Poetry: Poems with a structure (Haiku)** **WAC: Space haiku** **Astronaut biography** **Alien newspaper report** **Space senses poem**	**Narrative: Stories with historical settings** **Non-Fiction: Information texts** **WAC:** **Forces explanation text Anglo Saxon diary entry Anglo Saxon advert**	**Narrative: Stories from other cultures** **Non-fiction: Persuasive Letter** **Poetry: Poems with figurative language** **WAC: Diary entry for rainforest dweller** **Persuasive letter - rainforest destruction** **Rainforest poem - figurative language**	**Narrative: Legends** **Non-Fiction: Report** **WAC: Play script scene for Greek gods** **Greek god biography**
WRITING	Mono LAPS Writing Planning fo… See LAP 1 Year 5 and 6		Mono LAPS Writing Planning for Progressio… See LAP 2 Year 5 and 6		Mono LAPS Writing Planning for Progressio… See LAP 3 Year 5 and 6	

Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	Year 5 and 6 …	Year 5 and 6 …	Year 5 and 6 …	Year 5 and 6 …	Year 5 and 6 Ma…	Year 5 and 6…

Science	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations and identifying scientific evidence that has been used to support or refute ideas or arguments.

	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 Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. **In this unit children will be able to:** **1.Describe a life-cycle for a mammal, an amphibian, an insect and a bird.** **2.Describe the life process for reproduction for a plant and an animal.** **3.Be able to sort living things into broad groups based on characteristics that can be observed.** **4.Be able to explain why they have chosen the groups they have been sorted into.**	**Animals, including humans** Describe the changes as humans develop to old age. **In this unit children will be able to:** **1. draw a timeline to indicate stages in the growth and development of humans.** **2.learn about the changes experienced in puberty.** **3.research the gestation periods of other animals and compare them with humans; by finding out and recording the length and mass of a baby as it grows.**	**Earth and Space** 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 **In this unit children will be able to:** **1.Describe how the Earth and other planets move in relation to the sun in the Solar System.** **2.Describe the movement of the moon and the cycle of the moon.** **3.Describe the Earth's rotation in relation to day and night.** **4.Explain why the sun moves across the sky during a day.**	**Forces** Explain that unsupported objects fall towards 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. Recognise that some mechanisms, including levels, pulleys and gears, allow a smaller force to have a greater effect. **In this unit children will be able to:** **1.Explain the effect of force of gravity on objects falling towards Earth.** **2.Explore the effects of air resistance, water resistance and friction.** **3.Explore how some mechanisms allow you to exert a smaller force to have a greater effect.**	**Properties and changes of materials** 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. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. **In this unit children will be able to:** **1.Recall the definition of some properties of everyday materials including hardness, solubility, transparency, conductivity and magnetism.** **2.Compare and group everyday materials on the basis of these properties using evidence from comparative and fair tests.** **3.Explore how some materials dissolve in liquid.** **4.Explore how to recover a substance from a solution.** **5.Recall the difference between solids, liquids and gases.** **6.Explore how solids, liquids and gases might be separated from mixtures through sieving, filtering and evaporating.** **7.Explore how some changes result in the formation of new materials and how these changes are not usually reversible.**

Geography and History

Geography -Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

History - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

History **Wonderful Warton**	Geography **Place knowledge**	Geography **Human and Physical Geography**	History **Anglo Saxons**	Geography **Place knowledge**	History **Ancient Greece**
A study over time tracing how the national Industrial Revolution (approx. 1750-1850) dramatically changed British life, and how these transformations were reflected in the locality of Warton. Pupils will explore the causes, key inventions, and social impacts of this period, linking it to the history of their local area and extending their chronological understanding beyond earlier periods. **Link to Local History** Explore local changes in land use, population, industry, and transport. **Linking with History** Places the Industrial Revolution in British history. Connects to societal changes from	Compare a region in UK with a region in N. and S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia. Understand some of the reasons for similarities and differences. Newcastle, Rio De Janeiro and New York. **Geography: Drawing maps** - begin to draw a variety of thematic maps, based on their own data. **Using maps** - compare maps with aerial photographs. Select a type of map for a specific purpose. Begin to use atlases to find out about the	Climate zones and biomes in the world. **In this unit, pupils will learn:** **1 - What is the difference between weather and climate?** **2 - How do we define a climate zone? A biome? A vegetation belt?** **3 - How are climate and vegetation connected within a biome?** **4 - How do flora and fauna adapt to the climate of a region?** **5 - In what ways are some biomes vulnerable and how can they be protected?**	-Britain's settlement by Anglo-Saxons and Scots. -Types of settlements in Saxon Britain. **History: Chronological understanding** - know and sequence key events of times studied.. Use relevant terms and period labels. Make comparisons between different times in the past. **Range & depth of historical knowledge -** Study different aspects of different people and the differences between men and women in the past. **In this unit, pupils will learn:** **1 - To find out about Anglo-Saxon migration.** **2 - To find out who the Picts and Scots were and**	Rivers and mountains of the world. **Geography** **Field work** Trip to Nicky Nook in Scorton. **Geography:** **Direction/location -** Begin to use 4 and 6 figure coordinates to locate features on a map. **Scale/Distance -** measure straight line distance on a plan. Find/recognise places on maps of different scales. **Style of maps -** use index and contents page within atlases. Use medium scale land ranger OS maps. **In this unit, pupils will learn:** **1 - What is a mountain?** **2 - How are mountains formed?** **3 - How does altitude affect weather and consequently the flora and**	-A study of Greek life and achievements and their influence on the western world. **History: Range & depth of historical knowledge** - 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. **Historical enquiry** - begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Use books and the

	earlier periods. Pupils use historical enquiry skills. **History: History & Interpretation** Encourages critical thinking. Pupils compare interpretations. Uses primary and secondary sources, discerning fact from interpretation. Pupils offer reasons for different historical accounts. **In this unit, pupils will learn to:** **1 - To understand what the Industrial Revolution was and when it happened.** **2 - To recount what life was like in Warton before big factories and machines.** **3 - To explain how new inventions and factories changed how people worked and where they lived.** **4 - To describe how new ways of travelling, like railways, changed Warton and the area around it.** **5 - To compare what life was like for different people, including children, during the Industrial Revolution.**	other features of places (e.g the wettest place in the world) **Map knowledge -** Identify significant places and environments. Identify locations and discuss previously learnt. **In this unit, pupils will learn:** **1 - Research where Newcastle is and its key geographical features.** **2 - Where are Rio De Janeiro and New York? (in relation to the UK)?** **3 - What is Rio De Janeiro like?** **4 - What is New York like?** **5- How do the places studied compare and contrast? (weather, rainfall, temperature)** **6 - Draw thematic maps of population for the three areas.**		**where they lived.** **3 - To use a range of artefacts to find out about Anglo-Saxon life.** **4 - To explore Anglo Saxon society and culture.** **5 - To know about paganism and the spread of Christianity in Britain.**	**fauna found at different heights on a mountain?** **4 - How do humans use water? How can we use water wisely? How much usable water is available around the world? What are the causes of water shortages?** **5 - What is a river's journey? What are the features of rivers?** **6 - What is our local river like?** **What are the issues with our local river and flooding?**	internet to research with increasing confidence. **In this unit, pupils will learn:** **1 - How was Ancient Greece governed and organised?** **2 - How did its geography affect organisation of Ancient Greek civilisation?** **3- What did the Ancient Greeks believe in?** **4 - What do we know about Ancient Greek culture?** **5 - What influence has Ancient Greece had on the present?**

	6 - To find and explain the long-lasting effects of the Industrial Revolution in their local area today.					

Music	Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the interrelated dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.
	Hullabaloo Scheme of work **WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf**

Art and Design Technology	**Art** Landscapes Pupils should be taught: Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing and painting with a range of materials for example, pencil, charcoal, paint.	**Design Technology** Computer Aided Design When designing and making, pupils should be taught to: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and	**Art** Kandinsky - Abstract Art Pupils should be taught: about great artists. **Painting - Explores the effect of light, colour, texture and tone.** **Colour - Mix and match colours to create atmosphere and light effects. Be able to identify Primary, Secondary and**	**Design Technology** Mechanical Systems Pulleys and levers linked to forces. Understand and use mechanical systems in their products (Pulleys or gears) Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular	**Art** Sculpture Pupils should be taught: to improve their mastery of art and design techniques to create sculpture with a range of materials. *Create a to scale river and mountain models.* **In this unit children will:** **1.Explore how to create**	**Design Technology** Food Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. *Greek dish - pitta and kebabs with a dip* **In this unit children will:** **1. Explain what seasonality means and understand that some**

	Drawing - Use a range of materials to produce marks (lines, patterns, shapes), tone and shade. Begin to use simple perspective. **Evaluating - Explain why they have chosen a specific media, style or technique and the impact this has on their final outcome.** **In this unit children will:** **1.Identify a local rural landscape to focus on.** **2.Use sketches to develop techniques for creating a landscape.** **3.Use a range of materials such as pencil, charcoal and paint to experiment with different ways to create a landscape.** **4.Choose a technique and material to create a landscape piece of art of the local area.**	computer-aided design *Create a model of a landmark in North or South America using computer aided design.* **In this unit children will:** **1.Research landmarks of North or South America and discuss to give opinions.** **2.Choose a landmark and use annotated sketches, diagrams and prototypes to begin to design.** **3.Use a computer program to create a design of a chosen landmark from different angles or in 3D.**	**Complimentary Colours.** **Evaluating - Explain why they have chosen a specific media, style or technique and the impact this has on their final outcome.** **In this unit children will:** **1. Explore a variety of artwork by Kandinsky and discuss the techniques he used.** **2.Identify the techniques needed to create a piece of abstract art.** **3.Experiment with different techniques to develop pieces of abstract art.** **4.Evaluate the techniques and choose which they will use to create a piece of abstract art in the style of Kandinsky.**	individuals or groups. **In this unit children will:** **1. To research a range of existing fairground rides and investigate how they move.** **2. To investigate ways of using electrical motors to create rotating parts.** **3. Understand how pulley and belt systems can be used to transfer movement.** **4. Create prototype models to investigate stable frameworks and describe ways of strengthening and reinforcing structures** **5. To be able to design a fairground ride with a rotating part** **6.To be able to make a fairground ride following a design.** **7. To be able to evaluate a finished product and improve upon it.**	**scale models.** **2.Experiment with a range of materials used to create sculptures and evaluate their effectiveness for the design criteria.** **3.Use sketches to develop a design.** **4.Use chosen sculpture techniques to create a scale model.**	**food is imported and can give examples.** **2.Understand what cross contamination and food spoilage is and can suggest ways to avoid it during cooking. E.g. separate chopping boards for meat/non meat products. Cover cuts with a blue plaster.** **3. Know a recipe used in school is made up of three parts (ingredients, equipment and method).** **4. Choose the appropriate skill to prepare the ingredients (e.g. bridge, claw, grate) without adult support.** **6.Understand the principles of a healthy diet. I know having a varied diet and being active is important in keeping us fit and healthy.**

COMPUTING	KEY STAGE 2 PUPILS SHOULD BE TAUGHT TO: 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, UNDERSTAND COMPUTER NETWORKS, INCLUDING THE INTERNET; HOW THEY CAN PROVIDE MULTIPLE SERVICES, SUCH AS THE WORLD WIDE WEB, AND THE OPPORTUNITIES THEY OFFER FOR COMMUNICATION AND COLLABORATION, USE SEARCH TECHNOLOGIES EFFECTIVELY, APPRECIATE HOW RESULTS ARE SELECTED AND RANKED, AND BE DISCERNING IN EVALUATING DIGITAL CONTENT, 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 AND USE TECHNOLOGY SAFELY, RESPECTFULLY AND RESPONSIBLY; RECOGNISE ACCEPTABLE/UNACCEPTABLE BEHAVIOUR; IDENTIFY A RANGE OF WAYS TO REPORT CONCERNS ABOUT CONTENT AND CONTACT.					
	Purple Mash Unit 5.1 Coding *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.* **Computer Science** To be able to turn more complex real life situations into algorithms for a program by deconstructing it into manageable parts. To test and debug their own programs. To translate algorithms, that include sequence, selection and repetition into code with increasing ease. When coding, children can think about their code	*Purple Mash* Unit 5.2 Online Safety *Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.* **Digital Literacy** To have a secure common knowledge of online safety rules and can apply these by demonstrating the safe and respectful use of different technologies. To relate appropriate online behaviour to their right to privacy and mental well-being of themselves and others.	*Purple Mash* Unit 5.3 Spreadsheets *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.* **Computer Science** To select the most appropriate form of online communications.	*Purple Mash* Unit 5.4 Databases *Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.* **Computer Sciecne** To understand the value of computer networks but are aware of the main dangers of them. To understand what personal information is and can explain how to keep this safe.	*Purple Mash* Unit 5.5 Game Creator *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 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.* **Computer Science** To be able to turn more complex real life situations into algorithms for a program by deconstructing it into manageable parts. To test and debug their own programs. To translate algorithms, that include sequence, selection and repetition into code with increasing ease. When coding, children can think about their code structure in terms of the ability to debug and interpret	*Purple Mash* Unit 5.6 3D Modelling *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.* **Information Technology** To search with greater complexity when using search engines and can explain with some detail how credible the webpage, where the information is stored, is. To collaboratively create content and solutions using digital features within appropriate software.

	structure in terms of the ability to debug and interpret the code later.				the code later.	

Physical Education	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.					
	Year 5 Invasion Games Netball **Games** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. **In this unit children will:** **1.Pass, dribble and shoot in games.** **2.Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.** **3.Mark opponents and help in defence.** **4.Know and carry out warm up activities that use exercises helpful for invasion games.**	Year 5 Gymnastics activity 2 **Gymnastics** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. **In this unit children will:** **1.Create, practise and refine longer, more complex sequences for performance, including changes in level, direction and speed.** **2.Choose actions, body shapes and balances from a wider range of themes and ideas.** **3.Adapt their performance to the demands of a task, using their knowledge of**	Dance – Robin Hood **Dance** Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. **In this unit children will:** **1.Compose motifs and plan dances creatively and collaboratively in groups.** **2.Adapt and refine the way they use weight, space and rhythm in their dance to express themselves in their dance style.** **3.Perform different styles of dance clearly and fluently.** **4.Organise their**	Year 5 Net and Wall Badminton **Games** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. **In this unit children will:** **1.Use forehand, backhand and overhand shots increasingly well in games they play.** **2.Use the skills they prefer with competence and consistency.** **3.Use the volley in games where it is important.** **4.Understand the need for tactics.** **5.Start to choose and use some tactics effectively.** **6.Play cooperatively with a partner.** **7.Apply rules consistently and fairly.** **8.Identify appropriate**	Year 5 Striking and fielding – Rounders **Games** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. **In this unit children will:** **1.Strike a bowled ball.** **2.Use a range of fielding skills, e.g catching, throwing, bowling, intercepting, with growing control and consistency.** **3.Work collaboratively in pairs, group activities and small sided games.** **4.Understand and implement some tactics in games.** **5.Use and apply the basic rules consistently and fairly.** **6.Recognise the activities and exercises that need including in a warm up.** **7.Identify their own strengths and suggest practises to help them improve.**	Year 5 Invasion Games Hockey **Games** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. **In this unit children will:** **1.Pass, dribble and shoot in games.** **2.Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.** **3.Mark opponents and help in defence.** **4.Know and carry out warm up activities that use exercises helpful for invasion games.**

		composition. **4.Understand the need for warming up and working on body strength, tone and flexibility.** **5.Lead small groups in warm up activities.** **6.Use basic set criteria to make simple judgements about performance and suggest ways they could be improved.**	**own warm-up and cool-down exercises.** **5.Show an understanding of safe exercising.** **6.Recognise and comment on dances, showing an understanding of style.** **7.Suggest ways to improve their own and other people's work.**	**exercises and activities for warming up.**		
MFL FRENCH	All around town	On the move	Gone shopping	Where in the world?	What's the time?	Holidays and hobbies

Spoken language • Listen and show understanding of simple sentences containing familiar words through physical response. • Listen and understand the main points from short, spoken material in the target language.
• Engage in short conversation using a range of simple familiar questions. • Use familiar vocabulary to say several longer sentences using a language scaffold. • Manipulate familiar language to present ideas and information in simple sentences.
• Present a range of ideas and information, without prompts, to a partner or small group of people.

Reading • Read and show understanding of simple sentences containing familiar and some unfamiliar language. • Use a range of strategies to determine the meanings of new words (links with known language, cognates, etymology, context) • Use a bilingual dictionary to identify the word class. • Can read and pronounce familiar words accurately • Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.
• Write simple sentences from memory using familiar language Follow the text of a familiar song or story

Writing Write several simple sentence containing adjectives to describe people, places, things and actions using a language scaffold.

Grammar Demonstrate understanding of gender and number of nouns and use appropriate determiners. • Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.
• Name and use a range of conjunctions to create compound sentences. • Demonstrate the use of first, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject verb agreement. • Recognise and use a range of prepositions.
• Recognise and use high frequency verbs in the perfect tense; compare with English

Religious Education

Taken from RE Syllabus for Church Schools Written by Blackburn Diocese.

The Bible *How and why do Christians read the Bible?* *Why are sacred texts so important to people of faith?* Hinduism, Islam, Judaism, Sikhism	**Christmas** *How do our celebrations reflect the true meaning of Christmas?*	**Jesus** *Why do Christians believe Jesus was a great teacher?*	**Easter** *Why do Christians believe that Easter is a celebration of Victory?*	**St Paul** *How did the news of Jesus resurrection spread around the world?*	**Loss, Death and Christian Hope** *Is death an end or a beginning?* *How do people of World Faiths mark the end of life?* Buddhism, Hinduism, Islam, Humanism
Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice