

Year 5 2020-21

	A1	A2	Sp1	Sp2	Su1	Su2	
English	Focus Texts (F) Fiction (NF) Non Fiction Focus Poem	The Boy at the Back of the Class Haiku	The Jamie Drake Equation Space rappoem	Anglo-Saxon Boy List poetry	Wharrose Rhyming verse	How to train your dragon Sonnet	
	Writing Genres usually dictated by topic/focus texts (1)	Recount, Persuasive letter, Newspaper report	Diary, Newspaper	Myths and Legends	Playscript, Persuasion letters	NCR, biography	Stories from other cultures, poems
Focus	Living things and their habitats. Working Scientifically	Earth and space Working Scientifically	Forces Working Scientifically	Properties and changes of materials. Working Scientifically	Animals including humans Working Scientifically		
	Revision sheets https://drive.google.com/open?id=1dco3s2u0t8GKwVgYdHd0XPL1H1RNda	https://drive.google.com/open?id=1V3K1_wdP8U1oK8G8e1oDzY_R6P	https://drive.google.com/open?id=1Cqfns0wv_D47m7B0G8ZJN8_rY_ZGd	https://drive.google.com/open?id=1U0y5h8N_1HX5m6aDp0f_RGJ3WesVRR	https://drive.google.com/open?id=1gdsMM8B8W8_c-2U70w16_yg7kYMBc		
Knowledge	I know the differences in the life cycle of a mammal, an amphibian, an insect and a bird. I know the life process of reproduction in some plants and animals. I know the order of sexual reproduction in plants. I know the way some plants disperse their seeds in different ways. I know that some plants reproduce asexually. I know why all living things need to be able to reproduce.	I know how the Earth moves and other planets relative to the sun in the solar system. I know the moon moves relative to the Earth. I know the description of the shape of the Sun, Earth and Moon. I know how to explain the day and night and the apparent movement of the sun. I know the solar system and order of the planets from the sun. I know the composition of the different planets. I know how many days it takes the Earth to complete a full orbit of the Sun. I know why the orbits of planets may be different. I know why we can't see the moon during the day. I know why I know the Earth is not flat. I know how the Earth's movement causes day and night. I know how shadows are affected at different times of the day. I know why there are different seasons.	I know that unaffacted objects fall to Earth because of the force of gravity. I know the effects of air resistance, water resistance and friction that act between moving surfaces. I know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. I know how the effects of force can alter on different objects. I know which objects use a lever, pulley or gear system.	I know names of everyday materials and their properties including solubility, hardness, transparency, conductivity (electrical and thermal) and their response to magnets. I know what happens when some solids are mixed with a liquid and how to retrieve them. I know how mixtures may be separated using my knowledge of solids, liquids and gases. I know some changes are reversible changes. I know some changes result in irreversible changes. I know the scientific name given to a material that allows heat to travel through it quickly.	I know the changes as a human develop to old age. I know the stages of the human life cycle. I know the average gestation period for some animals and humans. I know what a gestation period is. I know some aspects which may affect the growth of a baby during the gestation period. I know about changes in puberty to boys and girls. I know some lifestyle choices that can affect life expectancy.		
	Assessment https://drive.google.com/open?id=1MGM3e7S4y28_y8HtE12AgR7Vz0Fz	https://drive.google.com/open?id=1Vyh3hU7ML0n_y8HtE12AgR7Vz0Fz	https://drive.google.com/open?id=1rZKXAX00FYay_8dEg_hjGRU_3o8YLa	https://drive.google.com/open?id=1rZKXAX00FYay_8dEg_hjGRU_3o8YLa	https://drive.google.com/open?id=1C8eal_Su8Bc8M7mN8Y0P30X1Rw0qoX		
Science	*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 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.*	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	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 the kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	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.		
	Skills Working Scientifically Objectives To be taught alongside each focus.	*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 and set up further comparative and fair tests. *Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. *Identifying scientific evidence that has been used to support or refute ideas or arguments.	*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 and set up further comparative and fair tests. *Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. *Identifying scientific evidence that has been used to support or refute ideas or arguments.	*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 and set up further comparative and fair tests. *Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. *Identifying scientific evidence that has been used to support or refute ideas or arguments.	*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 and set up further comparative and fair tests. *Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. *Identifying scientific evidence that has been used to support or refute ideas or arguments.	*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 and set up further comparative and fair tests. *Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. *Identifying scientific evidence that has been used to support or refute ideas or arguments.	
Working Scientifically Ideas	Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.	Comparing the time of day at different places on the Earth through internet links and direct communication. Creating a model of the solar system. Constructing simple shadow clocks and sundials, calculating time to show midday and the start and end of the school day. Finding out why some people think that structures such as Stonehenge might have been used as astronomical docks.	Exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and canyons out of air tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or screw threads to explore their effects.	Carrying out tests to answer questions, for example, "What materials would be most effective for carrying a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?" They might compare materials in order to make a switch in a circuit. They might observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. Explaining their research and discuss how chemical changes have an impact on our lives, for example, cooking and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	Research the gestation periods of other animals and comparing them with humans, by finding out and recording the length and mass of a baby as it grows.		
	Key Vocabulary	Mammal, Reproduction, insect, Amphibian, Bird, Offspring	Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation	Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys	Hardness, Solubility, Transparency, Conductivity, Magnetite, Filter, Evaporation, Dissolving, Mixing	Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty	
History	Topic Autumn 1 Mayans	Autumn 2 The Saxons	Spring 1 The Saxons	Spring 2 Chronological study - Crime and Punishment	Summer 1 The Vikings	Summer 2 Local History - The Circus	
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	
Skills	Place periods of history on a detailed timeline showing periods of time. Research more than one version of an event and how they differ. Communicate knowledge and understanding through written and oral work. Make comparisons between historical periods - explain which things have changed and which have stayed the same.	Explain how people who lived in the past travelled, cooked and used different weapons compared to modern society. Appreciate how artefacts from the past are helping us to build an accurate picture of what life was like for people in the past. Describe historical events from the different periods they are studying. Gain historical perspective by placing their growing knowledge into different contexts - cultural, economic, military, political, religious and social history. Appreciate that significant events in history have helped shape the country we have today. Make comparisons between historical periods - explain which things have changed and which have stayed the same. Describe the extent of diversity, change and continuity and suggest links between causes.	Understand how our knowledge of the past is constructed from a variety of different sources and that there are different versions of these events. Research more than one version of an event and how they differ. Make comparisons between historical periods - explain which things have changed and which have stayed the same.	Understand how our knowledge of the past is constructed from a variety of different sources and that there are different versions of these events. Research more than one version of an event and how they differ. Make comparisons between historical periods - explain which things have changed and which have stayed the same.	Understand how our knowledge of the past is constructed from a variety of different sources and that there are different versions of these events. Research more than one version of an event and how they differ. Make comparisons between historical periods - explain which things have changed and which have stayed the same.	Understand how our knowledge of the past is constructed from a variety of different sources and that there are different versions of these events. Research more than one version of an event and how they differ. Make comparisons between historical periods - explain which things have changed and which have stayed the same.	Give more than one reason to support a historical argument. Understand how our knowledge of the past is constructed from a variety of different sources and that there are different versions of these events. Research more than one version of an event and how they differ. Communicate knowledge and understanding through written and oral work. Offer points of view from what they have found.
	Vocabulary	Maya, City State, Pyramid, Hierarchy, Sacrifice, Civilization, Mexico, Central America, Calendar, settlements	Ale, Angles, Anglo-Saxon, Archaeologist, Beowulf, Brooch, Celts, charm, christian, cremate, Freeman, hardians wall, invaders, jutes, latin, loom, potter, rider, riddles, Romans, Saxons, Scots, settlements, slaves, Sutton Hoo, thens, thatch, Trade, Vikings, warrior	Crime, punishment, detention, prohibition, restitution, justice, prison, corporal punishment, capital punishment, theft, murder, hate crime, unjust laws	Vikings, Baltic, Iceland, fighting, barbarian, Scandinavia, empire, plunder, battlefields, combat, invade, invade, pillage, challenge, destroy, heathen, raids, settlements, compass, conquest, voyage, warfare, foreign, century	secondary sources, circus, local area, Blackpool, evidence artefact, primary compare	
Geography	Focus Strand North America	South American countries (Locational knowledge)	Locational knowledge - Britain	Map making	Biomes and Climate Change		
	Skills	Skills	Skills	Skills	Skills		
Knowledge	I can locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities. I can understand how human and physical features in places in the UK have changed over time. Enquiry and investigation: I can explore and explain topical geographical issues in my places of study and understand how these issues have changed over time.	I know the name and location of the seven continents of the world, including what oceans and seas surround them. I know there are 12 countries in South America and almost 400 million people live there. I know that Brazil is the largest country and covers almost half of the continent. It is only 10% smaller than the USA. I know that the Amazon is the longest river in South America and the second longest in the world and that it carries more water than any other river. I know Sao Paulo is the largest city in South America with more than 20 million people live there. I know that Spanish is the most popular language in South America even though Brazilians speak Portuguese. I know the Incas were the largest group of indigenous people in South America before the Europeans arrived.	I know that plate tectonics and faultlines are the natural process that formed many of the mountains in the UK. I know that climate is impacting on physical features of the UK, including river levels. I know that human features change in response to human activity within an area, including destruction of natural habitats.	I can make my own simple thematic map based on my own data. I can use photographs and standard and non-standard measurements to create an accurate map of an area. I know how directions using 8 points on a compass, follow a route on a small scale map using the longitude and latitude. I can read the scale on contour lines on an OS	I can describe and understand climate zones, biomes, vegetation belts and the water cycle.	I can describe and understand climate zones, biomes, vegetation belts and the water cycle.	
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge		
Vocabulary	Locational Knowledge countries, cities, population, dense, Amazon, indigenous people, native Americans, descendants, states, Missouri, Lake Superior, Europe, Chichen Itza, faultlines, tectonic plates, highland, lowland Enquiry and investigation: Enquiry, explain, estimate, topical, climate change, global warming, issues, impact, vegetation belts, biomes, climate zones, extreme, unpredictable, ozone, atmosphere, industrial, Greenhouse Effect, methane, carbon dioxide, oxygen.	Locational Knowledge countries, cities, population, dense, Amazon, indigenous people, native Americans, descendants, states, Missouri, Lake Superior, Europe, Chichen Itza, faultlines, tectonic plates, highland, lowland Enquiry and investigation: Enquiry, explain, estimate, topical, climate change, global warming, issues, impact, vegetation belts, biomes, climate zones, extreme, unpredictable, ozone, atmosphere, industrial, Greenhouse Effect, methane, carbon dioxide, oxygen.	Locational Knowledge countries, cities, population, dense, Amazon, indigenous people, native Americans, descendants, states, Missouri, Lake Superior, Europe, Chichen Itza, faultlines, tectonic plates, highland, lowland Enquiry and investigation: Enquiry, explain, estimate, topical, climate change, global warming, issues, impact, vegetation belts, biomes, climate zones, extreme, unpredictable, ozone, atmosphere, industrial, Greenhouse Effect, methane, carbon dioxide, oxygen.	population, climate, ozone data, thematic, standard/ non-standard, cardinal points, compass, aereal, satellite, vertically, horizontally, longitude, latitude, contour lines, Contourline Survey	Climate, weather, equator, climate zones, polar, temperate, Mediterranean, desert and tropical biomes, aquatic, rainforest, desert, savanna, grassland, woodland (temperate deciduous forest and taiga forest), tundra, alpine, vegetation belt, Boreal Forest, coniferous, pines, gosses, evaporation, condensation, precipitation and collection	Climate, weather, equator, climate zones, polar, temperate, Mediterranean, desert and tropical biomes, aquatic, rainforest, desert, savanna, grassland, woodland (temperate deciduous forest and taiga forest), tundra, alpine, vegetation belt, Boreal Forest, coniferous, pines, gosses, evaporation, condensation, precipitation and collection	

Year 5 2020-21		A1	A2	Sp1	Sp2	Su1	Su2	
ART	Focus	Formal Elements of Art - Architecture		Art and Design Skills		Every Picture Tells a Story		
	Strand	Colour, line, shape and form		Design, Drawing, Painting, Art Appreciation		Analysing famous artists' work		
	Skills	Drawing a picture from observation, looking closely at details to be able to interpret them accurately. Drawing a print from a larger drawing, adding texture, scale and varying the size of the letters for artistic effect. Planning and creating a collage then drawing and colouring it from observation. Enlarge a section of a drawing, scaling it to a larger size and painting accurately and evenly without leaving brush marks or gaps. Developing observational drawing skills, creating a continuous line drawing, using a pencil with fine control to create detail and adding tonal gradation. Designing a new invention for a set purpose, brainstorming ideas, developing these through notes and drawings. Producing a fully annotated, detailed drawing, communicating an idea.		Using imagination and visualisation to create an original piece of artwork. Creating a continuous line drawing, adding texture, scale and varying the size of the letters for artistic effect. Planning and creating a collage then drawing and colouring it from observation. Enlarge a section of a drawing, scaling it to a larger size and painting accurately and evenly without leaving brush marks or gaps. Developing observational drawing skills, creating a continuous line drawing, using a pencil with fine control to create detail and adding tonal gradation. Designing a new invention for a set purpose, brainstorming ideas, developing these through notes and drawings. Producing a fully annotated, detailed drawing, communicating an idea.		Evaluating and analysing creative work, understanding that art can have both meaning and message. Using materials to create a symmetrical, abstract image. Using symbols to create a meaningful message. Evaluating and analysing a picture, demonstrating its meaning through drama and comparing its events to current news. Developing ideas for 3D work through 2D sketching and drawing, exploring shape and form.		
Artists studied	Friedensreich Hundertwasser				Bankey, John Singer Sargent, Magdalena Okunou.			
DT	Focus	What could be healthier?		Moving dragon		Stuffed toy		
	Strand	Food		Mechanisms		Textiles		
	Assessed Skills	To understand where food comes from. To understand the term healthy. To adapt a traditional recipe. To make a complete product.		To design a moving dragon. To follow my design brief to make my moving dragon. To use layers and spaces to cover the working of mechanisms. To create a high quality product suitable for a target user.		To design a stuffed toy. To sew blanket stitch. To create and add decorations to fabric. To use a blanket stitch to assemble the components of a stuffed toy.		
Vocabulary	https://www.kapowonlinetv.com/subjects/design-technology/user-ke-stage2/year-5/food-what-could-be-healthier/ beef, cross contamination, farm, method, packaging, research, welfare		https://drive.google.com/drive/u/0/olders/1G6tC2uWfUa5QaQ6aDPV3IMKSLuFfM		https://drive.google.com/drive/u/0/olders/1H0mFV1HC8AuZHVYwskF2a8Ne9o3qrl			
Key assessment questions	What ingredients go into a bolognese? Do you know where ingredients come from? How do cattle find their way onto our supermarket shelves as beef? Do you think it is fair to eat meat? Why/Why not? Is it important that cattle and other animals we eat are well looked after? Why? What ingredients did you expect to be included? Are any of them surprising? What might that ingredient add to the recipe? How are the ingredients/quantities different/the same in the recipes you have found? To what difference do you see in how you prepare or store the two products? What might you add? What might you remove? How will 'X' change the sensory characteristics of the dish? How might that alter the nutritional information of the dish? What are nutrients? In a nutritional table, which figures should be kept low and which can be higher? What is our recommended daily intake? Why have you decided that your chosen sauce is healthier? Did other members of your group disagree? Why? What do you need to do before you start cooking? What are the different stages of your recipe? Who will be responsible for each stage? How will you know that the meat is cooked? How will you ensure that your food is hygienic? What do you need to do before you start cooking? How are you going to ensure that everyone is involved? What risks are there in using raw meat? What precautions will you take?		disassemble, mechanism, deviated What is the difference between a 'structure' and a 'mechanism'? Can you combine structures and mechanisms? What is the difference between mechanisms and structures? How can we measure, mark and cut to produce accurate right angles and neat edges? How should we work safely with scissors? Can you identify the different types of mechanisms? How can I use a mechanism to create a structure? How can I make it neater and more appealing to children? Which parts of a linkage should you cover to make it safer and more appealing to children? Who are your users/clients? What might their requirements and expectations be? What aesthetic (visual) considerations might they have?		proportional, recipient, blanket stitch, contrasting, applique, appendage, consistent How would you describe your stuffed toy? What shape is the main body? What other body parts will it have? What shape will it be? How is blanket stitch different to running stitch? What do you need to consider when sewing? What equipment will you need? What part is this? How will it be attached? What do you need to do next? What do you need to do get in order to prepare for that? How will you attach those? Which method are you using?			
Computing	Focus	Programming in Scratch	App Design	App Design	Text based Programming and Data Handling	Programming with Sphero and Computer networks and the internet	Physical devices	
	Strand	Computer Science	Information Technology	Information Technology	Computer Science/Information Technology	Computer Science/Digital Literacy	Digital Literacy	
	Skills	Design, testing and debugging programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition programs, work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	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.	Use sequence, selection, and repetition in programs; work with variables. Select, use and combine a variety of software (including internet services). Collecting, analysing, evaluating and presenting data and information.	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.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.
Vocabulary	variables, inputs, outputs, conditions, loops, sensing	adjust, icons, duplicate, hyperlinks	adjust, icons, duplicate, hyperlinks	text based, digital commands, functions, inputs, cells, copy, paste, formulae, totals, average, max/min	inputs, loop, debug, outputs, random variables, internet, cloud computing, blogging	inputs, outputs, debug, simulation	Format links, hyperlinks, navigators, live loops	
RE	Focus	Sikhism	Christianity	Sikhism	Christianity	Sikhism	Christianity	
	Key question	How far would a Sikh go for his/her religion?	Is the Christmas story true?	Are Sikh stories important today?	How significant is it for Christians to believe God intended for Jesus to die?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?	
	Link to Discovery RE Planning	https://drive.google.com/file/d/1O_V8G0W6W2W4Fz197D47yFTdVwvUv9s9s/view?usp=sharing	https://drive.google.com/file/d/1u2N8Fp8ll_860L1V1a15N1Y0GwW835/view?usp=sharing	https://drive.google.com/file/d/1y-aQ0eFp9dH1aM6u2Y7Yd1Ek_gH0d/view?usp=sharing	https://drive.google.com/file/d/16tF1oFv_4f0N8u2Zc1F2PzC53q/77su/view?usp=sharing	https://drive.google.com/file/d/1Mavou14J5XNF1g-8A0eE4T9s566/view?usp=sharing	https://drive.google.com/file/d/1N_AAVENW0Jq02566_7A30u0m6V7Y7v9w/view?usp=sharing	
Assessments	https://drive.google.com/file/d/1QF8-FN_1Fu5S4H8K0Y1_b0h0C0h3/view?usp=sharing	https://drive.google.com/file/d/1u2N8Fp8ll_860L1V1a15N1Y0GwW835/view?usp=sharing	https://drive.google.com/file/d/1y-aQ0eFp9dH1aM6u2Y7Yd1Ek_gH0d/view?usp=sharing	https://drive.google.com/file/d/16tF1oFv_4f0N8u2Zc1F2PzC53q/77su/view?usp=sharing	https://drive.google.com/file/d/1Mavou14J5XNF1g-8A0eE4T9s566/view?usp=sharing	https://drive.google.com/file/d/1N_AAVENW0Jq02566_7A30u0m6V7Y7v9w/view?usp=sharing		
PSHE	Topic	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me	
	Focus	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	I can compare my hopes and dreams with those of young people from different cultures.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception, puberty, growing, sperm, egg, conception, fertilisation, relationships	
	Vocabulary	rights, responsibilities, value, rules	bullying, culture, racism, conflict	jobs, careers, aspirations, responsibility, communication	smoking, alcohol, substances, first aid, tobacco, emergency	relationships, characteristics, qualities, attraction	puberty, growing, sperm, egg, conception, fertilisation, relationships	
Music	Strand (NC)	COMPOSING - Improve and compose music for a range of purposes using the inter-related dimensions of music. PERFORMING - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. LISTENING - Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.						
	Progression	Pitch, pentatonic patterns, Duration: 2.3.4. Dynamics: strong/contrast, Tempo: comparing tempo, Timbre: orchestral family timbres, Texture: weaving parts, Structure: Rounds	Change sounds in a group using melodic and rhythmic phrases. Suggest improvements to my own work and that of others. Record aspects of my composition. Compose music which meets specific criteria. Breathe in the correct place when singing. Maintain my part whilst others are performing their part.	Explain why I think music is successful or unsuccessful. Contrast the work of a famous composer with another, and explain my preferences.	Use notation to record pitch. Breathe in the correct place when singing.	Use notation to record pitch. Know what a fat does.	Maintain my part whilst others are performing their part.	Choose the most suitable tempo for a piece of music.
	Skills (Focus Ed)	Compose rhythmic phrases. Interpret musical notation, e.g. crochet = 1 beat, minim = 2 beats, dotted minim = 3 beats, semibreve = 4 beats. Perform own compositions. I suggest improvements to my work/performance and that of others. Sing expressively combining dynamics, tempo and pitch. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Perform own compositions. Perform rhythmic and melodic patterns on an instrument. Perform melodies from memory and notation. Lead a group in rounds. Take part in three part harmonies. Perform confidently to an audience. Identify time signatures. Describe, compare and evaluate using musical vocabulary. Investigate a music timeline. Describe, compare and evaluate using musical vocabulary. Interpret musical language throughout all music lessons. (inter-related dimensions of music). Use notation to record pitch. Explain how the music of the past reflected the society of the time. Explain how music has changed over time (Stone age to Church)	Compose and perform rhythmic phrases which may include vocal sounds. Reflect on my compositions dynamics, tempo and timbre. I suggest improvements to my work/performance and that of others. Sing expressively combining dynamics, tempo and pitch. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Perform rhythmic and melodic patterns on an instrument. Perform melodies from memory and notation. Lead a group in performance. Take part in three part harmonies. Perform confidently to an audience. Identify time signatures. Describe, compare and evaluate using musical vocabulary. Interpret musical language throughout all music lessons. (inter-related dimensions of music). Use notation to record pitch. Explain how the music of the past reflected the society of the time. Explain how music has changed over time (Stone age to Church)	Compose melodic and rhythmic phrases. Interpret musical notation -crotchet, minim, dotted minim, semibreve. Perform own compositions (Composing using proverbs and Pentatonic scale). Improvise using appropriate melodic phrases. (Charangra Jazz). Reflect on my compositions dynamics, tempo and timbre. Suggest improvements to my work/performance and that of others. Perform melodies from memory and notation. Sing a song involving 2 part harmony. Play a tune from Tudor era on the keyboard. Identify musical styles and periods. (Tudors and Henry V11-Banquet). Evaluate pieces on Charangra Jazz thinking about texture, timbre and dynamics. Describe, compare and evaluate using musical vocabulary. Understand about Unison and Harmony. Interpret musical language throughout all music lessons. (inter-related dimensions of music). Use notation to record pitch. Explain how the music of the past reflected the society of the time. Explain how music has changed over time (Church-Tudors-Banquet)	Sing expressively combining dynamics, tempo and pitch. Understand when to use varying volumes, pitch and expression in the voice. Take part in three part harmonies and descants. Perform rhythmic and melodic patterns on an instrument. Perform melodies from memory and notation. Lead a group in performance. Sing a song involving 3 part harmony. Play chords in the style of Mozart (broken). Pick out details and recall them from memory. Identify time signatures. Identify musical styles and periods. Describe, compare and evaluate using musical vocabulary. Understand about Unison and Harmony. Read notation Scale of C and play a variety of pieces on keyboard/ tuned instrument. Use notation to record pitch. Know what a fat does. Compare pieces thinking about texture, structure, timbre and dynamics. Find similarities and differences between different Historical composers and musicians. Explain how the music of the past reflected the society of the time. Compare pieces thinking about texture, structure, timbre and dynamics. Further investigate a music timeline.	Sing expressively combining dynamics, tempo and pitch. Understand when to use varying volumes, pitch and expression in the voice. Take part in three part harmonies and descants. Perform rhythmic and melodic patterns on an instrument. Perform melodies from memory and notation. Lead a group in performance. Sing a song involving 2 part harmony. Play chords in the style of Mozart (broken). Pick out details and recall them from memory. Identify time signatures. Identify musical styles and periods. Describe, compare and evaluate using musical vocabulary. Understand about Unison and Harmony. Read notation Scale of C and play a variety of pieces on keyboard/ tuned instrument. Use notation to record pitch. Know what a fat does. Compare pieces thinking about texture, structure, timbre and dynamics. Find similarities and differences between different Historical composers and musicians. Explain how the music of the past reflected the society of the time. Compare pieces thinking about texture, structure, timbre and dynamics. Further investigate a music timeline.	Focus: Music From Around the World. Identify musical styles. Compose melodic and rhythmic phrases. Reflect on my compositions dynamics, tempo and timbre. I suggest improvements to my work/performance and that of others. Share compositions. Identify time signatures. Describe, compare and evaluate using musical vocabulary. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Take part in rounds. Take part in three part harmonies and descants. Perform rhythmic and melodic patterns on an instrument. Perform melodies from memory and notation. Lead a group in performance. Sing a song involving 2 part harmony. Play chords in the style of Mozart (broken). Pick out details and recall them from memory. Identify time signatures. Describe, compare and evaluate using musical vocabulary. Understand about Unison and Harmony. Read notation Scale of C and play a variety of pieces on keyboard/ tuned instrument. Use notation to record pitch. Know what a fat does. Compare pieces thinking about texture, structure, timbre and dynamics. Find similarities and differences between different Historical composers and musicians. Explain how the music of the past reflected the society of the time. Compare pieces thinking about texture, structure, timbre and dynamics. Further investigate a music timeline.	Muscle and technology. Compose melodic and rhythmic phrases. Reflect on my compositions dynamics, tempo and timbre. I suggest improvements to my work/performance and that of others. Share compositions. Identify time signatures. Describe, compare and evaluate using musical vocabulary. Begin to notice syncretized rhythms. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Take part in rounds. Take part in three part harmonies and descants. Perform rhythmic and melodic patterns on an instrument. Perform melodies from memory and notation. Lead a group in performance. Sing a song involving 2 part harmony. Play chords in the style of Mozart (broken). Pick out details and recall them from memory. Identify time signatures. Describe, compare and evaluate using musical vocabulary. Understand about Unison and Harmony. Read notation Scale of C and play a variety of pieces on keyboard/ tuned instrument. Use notation to record pitch. Know what a fat does. Compare pieces thinking about texture, structure, timbre and dynamics. Find similarities and differences between different Historical composers and musicians. Explain how the music of the past reflected the society of the time. Compare pieces thinking about texture, structure, timbre and dynamics. Further investigate a music timeline.

Year 5 2020-21

		A1		A2		Sp1		Sp2		Su1		Su2												
		Written and spoken conversations Les Bases Halloween		Mon Corps (body) Noel (Christmas) - christmas card competition		Les passe-temps (free-time, hobbies)		La nourriture française (french food) Paques (Easter)		Les villes de la France (Towns of France)		Le petit chaperon rouge (Little Red Riding Hood)												
MFL	Focus																							
	Objectives	I can hold a simple conversation with 4 exchanges. I can understand the context of words.		I can hold a short conversation. I can understand a short story. I can write / understand 3 sentences about a topic.		I can hold a conversation about my hobbies. I can understand and write full sentences		I can understand a short story and make notes. I can use my knowledge of grammar to speak correctly. I can learn about french culture.		I can use my knowledge of grammar to have a conversation. I can understand a short story about a place in France.		I can understand a short story and make notes. I can reenact part of the story in french.												
MFL	Key Vocabulary / Grammar	greetings, ca va, numbers 30+, colours		la/le/les /ai, cher... bisous		Je joue au... je fais du...		Je prefere manger... Je n'aime pas manger...		Je prefere... car c'est... adjectives: jolie, tranquille, grande, interessant, fantastique		Identifying key words in order to infer meaning about new words. Following a narrative. Identify colours, instructions, animals, numbers, body parts												
	Strand	Gymnastics	Swimming	Inv games	Swimming	Net wall games	Swimming	OAA	Dance	Inv games	Athletics	Striking + Fielding Games	Athletics											
MFL	Focus	Sequences		5 principles of attack		Badminton				Netball		Track												
	Skills	I can create, practise and refine longer and more complex sequences, including change of level, speed and direction. I can choose body shapes and balances from a wider range of themes. I can adapt my performance to the needs of the task. I can make simple judgements about performances and suggest ways I can improve.		I can swim between 25 and 50m and keep swimming for 30 to 45 seconds using aids and support. I can use a variety of basic arm and leg actions when on my front and my back. I can swim on the surface and lower myself under the water.		I can pass, choose and shoot with control in games. I identify and use tactics to help my team keep the ball and take it towards the oppositions goal. I can mark opponents and help others in defence.		I can swim between 60 and 100m and keep swimming for 45 to 90 seconds. I can use three strokes, swimming on my front and back. I can control my breathing. I can swim confidently on the surface of the water and under the water.		I can use forehand and backhand shots increasingly well in the game I play. I can use the volley in a game when the opportunity arises. I can choose and use some tactics within a game. I can play cooperatively with a partner. I can apply rules consistently and fairly.		I can swim further than 100m. I can swim fluently and confidently for over 90 seconds. I can use all three strokes with control, breathing so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently.		I can solve challenges and problems set in a familiar environment. I can work cooperatively to put strategies and solutions into action. I can take on different roles given to me. I can follow instructions and safety rules. I can recognise when a solution has been successful.		I can compose motifs and plan dances creatively and collaboratively in groups. I can adapt and refine the way I use levels, space and rhythm in my dance to express themselves in the style of dance I use. I can perform different styles of dance clearly and fluently. I can suggest ways to improve my own and other people's work.		I can practise a chest pass. I can apply footwork skills. I can combine and perform skills more fluently and effectively in the game. I can develop a broader range of techniques for attacking and defending.		I can understand and show the difference between running for distance and sprinting periods of time. I can demonstrate a range of simple jumping skills in different activities.		I can develop the accuracy and consistency of my underarm throw and catching skills. I can develop the range and consistency of my bowling skills. I can develop my batting skills in cricket. I know about the basic principles of batting and fielding. I can develop the range and consistency of my fielding skills.		I can demonstrate a range of throwing actions with some accuracy and control.

[1] This coverage will replace the 'writing genre coverage list'