

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Earth and Beyond		Local history study		Ancient China	
Subjects	History and Science focus - Space Travel Earth and Beyond		History - local area John Bunyan/English Civil War		History - Shang Dynasty	
Spoken Language	Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear	Learn a wider range of poetry by heart  Prepare poems to read aloud (tone and volume focus) Use relevant strategies to build their vocabulary	Ask relevant questions to extend their understanding and knowledge Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Consider and evaluate different viewpoints, attending to and building on the contributions of others	Speak audibly and fluently with an increasing command of Standard English gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication
SPAG *Spelling Shed scheme of work	Use the first three or four letters of a word to check spelling and meaning Use a thesaurus Identify the audience for and purpose of writing, selecting the appropriate form and using similar writing as models Spelling Shed list: Words ending in 'ious.' Words ending in '-cious.' Ending '-cial' and '-tial.' Ending '-cial' and '-tial.' Ending '-cial' and '-tial.' Challenge words  <b>Grammar:</b> Word classes Sentence types Homophones Silent letters	Use further prefixes and suffixes Use the first 3/4 letters of a word to check spelling and meaning Use a thesaurus Spelling Shed list: Words ending in 'ant.' '-ant' Words ending in '-ance.' '-ance' Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. Words ending in '-able' and '-ible.' '-able' Words ending in '-ably' and '-ibly.' Challenge Words  <b>Grammar:</b> Modal verbs and adverbs to indicate degrees of possibility Perfect form of verbs	Spelling Shed List: Words ending in 'able.' Adverbs of time (temporal adverbs) Adding suffixes beginning with vowel letters to words ending in -fer. Words with 'silent' letters at the start. Words with 'silent' letters pronunciation of the word) Challenge Words  <b>Grammar:</b> Sentence types: clauses and phrases Prefixes and suffixes Prefixes for new verbs Perfect form of verbs	Spelling Shed list: Words spelled with 'ie' after c. Words with the 'ee' sound spelled ei after c. Words containing the letter string 'ough' where the sound is /aw/. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. Adverbs of possibility. These words show the possibility that something has of occurring. Challenge Words  <b>Grammar:</b> Relative clauses Devices to build cohesion Adverbials of times, place and number	Spelling Shed list: Homophones/near homophones Challenge Words  <b>Grammar:</b> Parenthesis Commas to clarify meaning and avoid ambiguity	Spelling Shed: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Year 5 words  <b>Grammar:</b> Relative clauses Building cohesion Adverbials of time, place and number

<p><b>Reading</b></p> <p>To include reading genre as well as L.O.</p>	<p><b>Solar System Non-fiction (GR)</b> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Draw inferences Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an</p>	<p><b>The Terrible Thing that Happened to Barnaby Brocket</b>  Making comparisons within and across books Identifying and discussing themes and conventions Drawing inferences such as feelings thoughts and motives from actions Check that the book makes sense to them, exploring meaning of words Asking questions to improve understanding Summarising main ideas from more than one paragraph Learning a wider range of poetry by</p>	<p><b>Pilgrim's Progress</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p><b>Children of the New Forest (original and abridged versions) Bedford Chronicles (NF)</b> Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes Understand what they read by: asking questions to improve their understanding Understand what they read by: identifying how language, structure and presentation contribute to meaning This</p>	<p><b>The Firework Maker's Daughter Shang Dynasty (NF)</b> Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader This statement will be evidenced from</p>	<p><b>Poetry: Haikus Chinese Folk Tales</b> Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Maintain positive attitudes</p>
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	<p>increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes (explore structure of text) Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding <b>Class Book: Cosmic (fiction)</b></p>	<p>heart Preparing poems to read aloud (tone and volume focus) Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: predicting what might happen from details stated and implied</p>	<p>Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence This statement will be evidenced from increasingly challenging books Provide reasoned justifications for their views</p>	<p>statement will be evidenced from increasingly challenging books Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>increasingly challenging books Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices</p>	<p>to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
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<p><b>Writing</b></p> <p>To include writing genre as well as L.O.</p>	<p><b>Newspaper Article</b>  <b>Comic Strips and Play scripts</b>  <b>Literacy Shed: 12 Planets</b> To understand the organisation and presentation to structure text and guide the reader (newspaper reports) To understand the audience and purpose of the writing          To explore devices supporting cohesion          To identify the audience and purpose of writing          To note and develop initial ideas, drawing on reading and research          To use other similar writing as models for their own          To use a wide range of devices to build cohesion within and across paragraphs          To use organisational and presentational devices to structure a text To assess the effectiveness of their own and others' writing          To proof-read for spelling and punctuation errors          To ensure the consistent and correct use of tense throughout a piece of writing To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p><b>Assessed Write: Narrative</b></p>	<p><b>Narrative</b>  <b>Poetry: Space poems by Pie Corbett</b>          Consider how authors have developed characters and settings          Plan writing using noting and developing initial ideas          Building cohesion within and across paragraphs          Describe setting and characters          Integrate dialogue to convey character and advance the action          Select the correct grammar and vocab (tense focus and up-levelling adjectives)          Use of paragraphs to aid structure and guide the reader          Assess the effectiveness of their own writing/and others          Proof-read for spelling and punctuation errors          Choosing correct subject and verb agreement          Choosing the appropriate register (writing for different audiences) Use of relative clauses          Modal verbs and adverbs to indicate degrees of possibility          Perfect form of verbs          Brackets, dashes and commas to indicate parenthesis and commas to clarify meaning and avoid ambiguity          Perform compositions, using appropriate intonation, volume and movement so meaning is clear Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p><b>Assessed Write: Newspaper report</b></p>	<p><b>Historical Fiction: John Bunyan</b>  <b>Information Text</b>  <b>Biography</b>          Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Draft and write by: précising longer passages          Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Evaluate and edit by: assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors          Verb prefixes: e.g. dis-, de-, mis-, over, re          Devices to build cohesion, including adverbials of time, place and number</p> <p><b>Assessed Write: Information text</b></p>	<p><b>Non-fiction: Civil War text sources</b>  <b>Summary / 1<sup>st</sup> person account / 3<sup>rd</sup> person recount</b>          Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning          Proofread for spelling and punctuation errors          Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely          Converting nouns or adjectives into verbs using suffixes: e.g. ate; -ise; -fy          Brackets, dashes or commas to indicate parenthesis, Use of commas to clarify meaning or avoid ambiguity</p> <p><b>Assessed Write: Historical Explanation</b></p>	<p><b>Fiction</b>  <b>Informal and formal letters</b>          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 Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action          Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause</p> <p><b>Assessed Write: Formal and Informal Letters</b></p>	<p><b>Poetry: Haikus</b>  <b>Non-fiction: Shang slavery</b>  <b>Persuasive Writing</b> Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters          Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p> <p><b>Assessed Write: Persuasive writing</b></p>
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<p><b>Mathematics</b></p> <p>Planning mainly following White Rose Y3 scheme of work</p> <p>Problem solving/word problems should be included in each unit.</p>	<p><b>Place Value</b></p> <p>To explore numbers to 10,000</p> <p>To know the Roman Numerals to 1000</p> <p>To round to the nearest 10, 100 and 1000</p> <p>To recognise numbers to 100,000</p> <p>To compare and order numbers to 100,000</p> <p>To round numbers within 100,000</p> <p>To explore numbers to a million To count in 10s, 100s, 1000s, 10,000s and 100,000s</p> <p>To compare and order numbers to one million</p> <p>To round numbers to one million</p> <p>To explore negative numbers</p> <p><b>Addition and Subtraction</b></p> <p>To add whole numbers with more than 4 digits (column method)</p> <p>To subtract whole numbers with more than 4 digits (column method) To round to estimate and approximate To use inverse operations (addition and subtraction)</p> <p>To explore multi-step addition and subtraction problems</p> <p><b>Statistics</b></p> <p>To read and interpret line graphs</p> <p>To draw line graphs</p> <p>To use line graphs to solve problems</p> <p>To read and interpret tables</p> <p>To explore two-way tables</p> <p>To explore timetables</p>	<p><b>Multiplication and Division</b></p> <p><b>To explore multiples</b></p> <p>To explore factors</p> <p>To identify common factors</p> <p>To identify prime numbers</p> <p>To explore square numbers</p> <p>To explore cube numbers</p> <p>To multiply by 10, 100 and 1000</p> <p>To divide by 10, 100 and 1000</p> <p>To find multiples of 10, 100 and 1000</p> <p><b>Perimeter and Area</b></p> <p>To measure perimeter</p> <p>To calculate perimeter</p> <p>To find the area of rectangles</p> <p>To find the area of compound shapes To find the area of irregular shapes</p>	<p><b>Multiplication and Division</b></p> <p>To represent a 4-digit number multiplied by 1-digit with manipulatives To explore multiplication with exchange To represent the area model of multiplication</p> <p>To use formal methods of multiplication To multiply 3-digit number by 2-digit numbers</p> <p>To use multiplication to find area and solve multi-step problems</p> <p>To multiply 4-digit numbers by 2-digit numbers</p> <p>To develop understanding of the short division method using resources</p> <p>To understand remainders in short division</p> <p><b>Fractions</b></p> <p>To explore equivalent fractions using models and concrete representations</p> <p>To convert improper fractions to mixed numbers using concrete methods To convert improper fractions to mixed numbers using pictorial methods To convert improper fractions to mixed numbers using concrete and pictorial methods to understand the abstract method To count up and down in a given fraction To compare and order fractions less than one</p> <p>To compare and order fractions greater than one</p> <p>To add and subtract fractions with the same denominator</p> <p>To add fractions with different denominators</p>	<p><b>Fractions</b></p> <p>Add and subtract fractions (recap)</p> <p>Add fractions within 1</p> <p>Add 3 or more fractions</p> <p>Add mixed numbers</p> <p>Subtract fractions</p> <p>Subtract mixed numbers</p> <p>Subtract - breaking the whole</p> <p>Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer</p> <p>Multiply mixed numbers by integers</p> <p>Fraction of an amount</p> <p>Using fractions as operations</p> <p><b>Decimals and percentages</b></p> <p>Decimals up to 2.d.p</p> <p>Decimals as fractions</p> <p>Decimals as fractions</p> <p>Understand thousandths</p> <p>Thousands as decimals</p> <p>Rounding decimals</p> <p>Order and compare decimals</p> <p>Understand percentages</p> <p>Percentages as fractions and decimals</p> <p>Equivalent F.D.P</p>	<p><b>Decimals</b></p> <p>Add decimals within 1</p> <p>Subtract decimals within 1</p> <p>Complements to 100 Add decimals - cross the whole</p> <p>Add numbers with the same number of decimal places</p> <p>Subtract numbers with the same number of decimal places</p> <p>Add numbers with different numbers of decimal places Subtract numbers with different numbers of decimal places Add and subtract wholes and decimals</p> <p>Decimal sequences</p> <p>Multiply decimals by 10, 100 and 1,000</p> <p>Divide decimals by 10, 100 and 1,000</p> <p><b>Properties of Shapes</b></p> <p>Measure angles in degrees</p> <p>Measure with a protractor (1)</p> <p>Measure with a protractor (2)</p>	<p><b>Properties of shape</b></p> <p>To draw lines and angles accurately</p> <p>To calculate angles on a straight line</p> <p>To calculate around a point To calculate lengths and angles in shapes To explore regular and irregular polygons</p> <p>To reason about 3D shapes</p> <p><b>Position and direction</b> To explore position in the first quadrant To explore reflection To use coordinates for reflection</p> <p>To explore translation</p> <p>To use coordinates for translation</p> <p><b>Measurement</b></p> <p>To explore kilograms and kilometres To explore milligrams and millilitres</p> <p>To understand metric units</p> <p>To understand imperial units</p> <p>To convert units of time</p> <p>To explore timetables</p> <p><b>Volume</b></p> <p>Compare volume</p> <p>To estimate volume</p> <p>To estimate capacity</p>
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<b>Science</b>	<p><b>Earth and Beyond</b>          To explain why we know the Sun, Earth and Moon are spherical          To name and describe features of the planets in our solar system.          To order the planets in our solar system          To explain how planets move in our solar system.          To identify scientific evidence which does or does not provide evidence for an idea or argument          To explain day and night and the apparent movement of the sun across the sky          To investigate night and day in different parts of the Earth To report and present findings from enquiries          To explain the movement of the Moon.</p>	<p><b>Forces</b>          To identify forces acting on objects          To explore the effect gravity has on objects and how gravity was discovered          To investigate the effects of air resistance.          To explore the effects of water resistance          To investigate the effects of friction.          To explore and design mechanisms.</p>	<p><b>Scientists and inventors</b> To find out about the work of naturalists and animal behaviourists (David Attenborough and Jane Goodall)          To understand how vaccines work (Edward Jenner)          To describe the life process of reproduction in some plants and animals (Eva Crane)</p>	<p><b>Living things and their habitats</b>          To describe the life process of reproduction in some plants and animals          To describe the life cycle of a mammal          To describe sexual reproduction in mammals          To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p><b>Scientific Skills/Investigation</b>          To understand and use the terms variable and control          To plan different types of scientific enquiries to answer questions (Di Vinci) To use test results to make predictions</p>	<p><b>Materials</b>          To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets To give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To compare and group together everyday materials based on thermal and electrical conductivity          To know that some materials will dissolve in water to form a solution</p>	<p><b>Animals, including humans</b>          To describe the changes as humans develop to old age          Record data using bar charts and line graphs          Describe the main changes that occur through puberty          Identify the changes that take place in old age          Understand the gestation period for animals To understand the life expectancy of animals</p>
	<p>Intro on eclipses and movement of the moon around the earth          Leap year discussion</p>				<p>To use knowledge of solids, liquids and gases to decide how mixtures can be separated          Know how mixtures can be separated, including through filtering, sieving and evaporating To understand reversible changes To understand irreversible changes</p>	

<b>History</b>	<p><b>Space travel timeline</b>  <b>Historical figures</b>          Make links between events and changes; giving reasons for them and explaining the result          Place events, people and changes into correct periods of time and the periods of time in chronological order          Suggest reasons for conflicting historical accounts</p>	<p><b>Local History study beyond 1066</b>          Identify and describe changes within and between different period in history place events, people and changes into correct periods of time and the periods of time in chronological order          Suggest reasons for conflicting historical accounts          Analyse sources of information for accuracy, usefulness and relevance and combine them to answer questions          Discuss the impact of significant historical events, people and places in their own locality making links with changes in national life          Discuss the impact and causes of historical changes in Britain</p>	<p><b>Ancient China</b>          Examine artefacts and explain what they show us about that time in history          Examine periods in world history; identifying contrasts with and influences on British society at the time</p>
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<p><b>Geography</b></p>	<p><b>Locational:</b> Latitude/longitude, hemisphere, time zones and Greenwich meridian          Locate the world's continents/countries including North and South America          Identifying key human and physical characteristics, countries and major cities.          Locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones.          Following directions and maps, he/she can use longitude and latitude as a guide to a location on an atlas.          Following directions and maps he/she can use digital/computer mapping to locate places in the KS2</p> <p><b>Human and Physical Geography</b>          Understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America.</p>	<p>To identify the countries of North America          To investigate and compare climates in North America          To explore the geographical features of North America          To explore the capital cities of North America          To explore the various time zones of North America and how these compare to other time zones around the world</p>	<p>Locational knowledge: UK hills, mountains, coasts and rivers          Locate places on an OS map using a 6 figure grid reference          Use the 8 points on a compass follow a route on a small scale map use a range of maps to plan the quickest route and find alternative routes          Read the scale on contour lines on an OS map</p>	<p>Land use patterns over time Use photographs and standard and non-standard measurements to create an accurate map of an area          Make his/her own simple thematic map based on his/her own data explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time          Understand how human and physical features in places in the UK have changed over time</p>	<p>Locational knowledge: Asia - physical/human landmarks, countries and major cities</p>	<p>Vegetation belts and climate zones Type of settlement by Yellow River, irrigation, trade routes (Silk Road)          Describe and understand climate zones, biomes, vegetation belts and the water cycle          Describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water</p>
<p><b>D&amp;T</b></p>		<p><b>Moon Button Collage</b>          Cut accurately to 1mm: strip wood, dowel and square section Build frameworks using a range of materials and glue gun with supervision (wooden frame for card)</p>		<p>Food Technology          Understand how different foods are produced in different areas of the world          Understand that some foods are seasonal and can give examples</p> <p>Understand what different effects food types have on the body. e.g. the impact of eating too much sugar</p>		<p><b>Clay Shang ritual and oracles</b>          Design products that are innovative and appeal to individuals or groups Build frameworks using a range of materials: wood, card, corrugated plastic Make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying Cut internal shapes select the most appropriate joint for his/her design Collect feedback from others to find out how to improve his/her product</p>

<b>Art &amp; Design</b>	<p>Space Artists: <b>Ludek Pesek</b> and <b>Peter Thorpe</b></p> <p>Drawing with coloured pencil, he/she can layer colours to create depth of colour and tone. (design own)</p> <p>Use observational skills to replicate images by well-known artists and explain how their work is similar/different</p> <p>Paint and cut out internal shape</p> <p>Create layers of paint to add detail to background colours;</p> <p><b>Banksy</b></p> <p>Explore the impact of well-known artists' work on the society at the time</p> <p>Create a Banksy style class graffiti mural</p>		<p><b>Vermeer/still life</b></p> <p>Use hard and soft lines to record detail in the distance, foreground &amp; create shadow and avoid using an eraser</p> <p>Use pens to record minute detail</p> <p>Use observational skills to replicate images by well-known artists</p> <p>Understand the terms realism and chiaroscuro in examples from Baroque painters (<b>Rembrandt</b>)</p>		<p><b>Cherry blossom and Bamboo paintings</b> Create different effects e.g. wet paint to create a watercolour;</p> <p>Choose a suitable format to work with: Portrait or Landscape</p> <p>Use of pastel/charcoal to create details</p> <p>Use blending and overlaying colours to create backgrounds, using fingers to smudge (pastel/charcoal)</p>	
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<b>Music</b>	<p><b>Topic themed repertoire</b></p> <p><b>Holst Planets Suite</b></p> <p>Listen with attention to detail and say what an ostinato is</p> <p>Compose a piece for percussion using an ostinato rhythm Practise and perform percussion piece</p> <p>Compare pieces by Holst using musical vocabulary Compose a piece using voice and instruments to represent a planet Practise and perform planet composition</p> <p>⇒</p> <p>MfBB Song Writing in Aspen class</p> <p><b>Autumn 2021</b></p>	<p><b>Singing</b></p> <p>Sing in 2-3 parts;</p> <p>Understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.</p> <p>⇒</p> <p>MfBB Song Writing in Larch class</p> <p><b>Autumn 2021</b></p>	<p><b>Music History</b></p> <p>Baroque composers: <b>Handel, Bach, Vivaldi, Purcell</b></p> <p><b>BBC Ten Pieces</b> <i>Zadok the Priest</i></p> <p>Find similarities and differences between different historical composers and musicians</p> <p>Can explain how the music of the past reflected the society of the time and explain how music has changed over time</p> <p>Compose a piece for a royal occasion</p> <p>History of the harpsichord and piano</p> <p><b>Musical terms</b></p> <p>Begin to explore reasons for composers' tempo choices</p> <p>Can pick out details within a piece and recall these details from memory</p> <p>Can compare pieces thinking about texture, structure, timbre and dynamics</p>	<p><b>Music Theory</b></p> <p>Explore intervals and chromatic scale</p> <p>Pitch notation</p> <p>Rhythm notation. e.g. Crochet = 1 beat, minim = 2 beats; rests</p> <p>Can compose melodic and rhythmic phrases</p> <p>Can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. weather, a battle scene</p> <p>Can reflect on his/her compositions re dynamics, tempo and timbre.</p> <p>Can layer sounds to create effects</p> <p>Can evaluate others work thinking about texture, structure, timbre and dynamics</p> <p>[COVID impacted]</p> <p>Church music at the time of Bunyan - including his own hymns</p>	<p><b>Music around the World:</b> China and Japan</p> <p>Pentatonic scale</p> <p>Can compose a soundscape using a graphic score</p> <p>Can layer sounds to create effects</p> <p>Can reflect on his/her compositions re dynamics, tempo and timbre.</p> <p>Ancient Chinese instruments</p> <p><b>Music Theory</b></p> <p>Explore intervals and chromatic scale</p> <p>Pitch notation</p> <p>Rhythm notation. e.g. Crochet = 1 beat, minim = 2 beats; rests</p> <p>Pentatonic compositions</p> <p><b>BBC Ten Pieces</b></p> <p><i>Anna Clyne Night Ferry</i></p>	<p><b>Performing</b></p> <p>Can sing expressively combining dynamics, tempo and pitch</p> <p>Can take part in rounds</p> <p>Can take part in three-part harmonies and descants</p> <p>Can perform his/her own compositions from memory.</p> <p>Can perform his/her own rhythmic and melodic patterns on an instrument</p> <p>Can lead a group in performance.</p> <p>⇒ Summer performance</p> <p>i) pentatonic compositions ii) songs</p> <p>iii) sketch ⇔ <i>FireworkMaker's Daughter</i></p> <p>OR MEADOWSONG project songs</p> <p>OR <i>Nightingale Musical</i> / Class assembly</p>
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<p><b>French</b></p> <p><b>Primary Languages Network</b></p>	<p>Understand and say some adjectives to describe my feelings in an extended sentence</p> <p>Say how I feel and explain this in an extended sentence</p> <p>Understand how to give simple information about someone else, using he/she is called Say some simple information about another person, using he/she lives in</p> <p>Say some school subjects and use simple adjectives to describe them</p> <p>Form an extended sentence to express my opinion about a school subject</p> <p>Understand an imaginary cartoon story about school life in an outer space</p> <p>Write some simple sentences to describe a witch's day at school</p> <p>LOs to cover:</p> <ul style="list-style-type: none"> <li>• can tell simple stories in the language</li> <li>• can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes</li> <li>• can take part in short conversations, seeking and conveying information and opinions in simple terms</li> <li>• can identify and note the main points and specific details, including opinions in longer spoken passages</li> <li>• can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear</li> <li>• can make themselves understood with little or no difficulty in a range of topics.</li> </ul>	<p>To understand some place nouns in a city</p> <p>To use masculine and feminine nouns in a simple sentence</p> <p>To buy an entrance ticket to a museum or gallery</p> <p>To write a short sequence of simple sentences to describe a city</p> <p>To use numbers between 0 and 50 to play number games</p> <p>To use nouns and polite requests in simple sentences to buy a present</p> <p>To use familiar nouns accurately in a sentence and look up unfamiliar nouns in a bilingual dictionary</p> <p>LOs to cover:</p> <ul style="list-style-type: none"> <li>• can tell simple stories in the language</li> <li>• can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes</li> <li>• can take part in short conversations, seeking and conveying information and opinions in simple terms</li> <li>• can identify and note the main points and specific details, including opinions in longer spoken passages</li> <li>• can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear</li> <li>• can make themselves understood with little or no difficulty in a range of topics.</li> </ul>	<p>Happy New Year</p> <p>Pantomime and verbs <i>etre and avoir</i></p> <p>Vocabulary for food and vegetables</p> <p>Going to the market: <i>Je voudrais</i></p> <p>Healthy recipe</p> <p>Jack and the Beanstalk story (respond, read, writ, perform): -er verb recognition</p> <p>LOs to cover:</p> <ul style="list-style-type: none"> <li>• can read a text in the language and explain the main points and some smaller details</li> <li>• can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean</li> <li>• can identify examples of basic grammatical rules in the chosen language e.g. feminine, masculine.</li> </ul>	<p>Carnival clowns/fancy dress characters and vocabulary for clothes</p> <p>Pirate's Lost Treasure story</p> <p>Fancy dress fashion show</p> <p>Numbers 50-100</p> <p>LOs to cover:</p> <ul style="list-style-type: none"> <li>• can read a text in the language and explain the main points and some smaller details</li> <li>• can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean</li> <li>• can identify examples of basic grammatical rules in the chosen language e.g. feminine, masculine.</li> </ul>	<p>Traveller's survival guide</p> <p>Fly me to the moon story and planets/simple descriptions</p> <p>Intergalactic dialogues/design outer space characters and own planets and languages</p> <p>LOs to cover:</p> <ul style="list-style-type: none"> <li>• can produce short pieces of writing, in simple sentences, that seek and convey information and opinions</li> <li>• can demonstrate an understanding of basic grammatical rules for the language in his/her written work.</li> </ul>	<p>Going to the seaside</p> <p>Vocabulary related to going on holiday and travel arrangement</p> <p>LOs to cover:</p> <ul style="list-style-type: none"> <li>• can produce short pieces of writing, in simple sentences, that seek and convey information and opinions</li> <li>• can demonstrate an understanding of basic grammatical rules for the language in his/her written work.</li> </ul>
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<p><b>Computing</b></p> <p><b>Purple Mash Unit Plans</b></p>	<p><b>5.2 Online Safety</b></p> <p>To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children' responsibility to one another in their online behaviour. To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication.</p>	<p><b>5.1 Coding</b></p> <p>To review existing coding knowledge. • To begin to simplify code. • To create a playable game. To understand what a simulation is. • To program a simulation using 2Code To know what decomposition and abstraction are in Computer Science. • To take a real-life situation, decompose it and think about the level of abstraction. • To use decomposition to make a plan of a real-life situation_ To understand how to use friction in code. • To begin to understand what a function is and how functions work in code To understand what the different variable types are and how they are used differently. • To understand how to create a string To begin to explore text variables when coding. • To understand what concatenation is and how it works.</p>	<p><b>5.3 Spreadsheets</b></p> <p>To use formulae within a spreadsheet to convert measurements of length and distance To use the count tool to answer hypotheses about common letters in use To use the count tool to answer hypotheses about common letters in use To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes. To create formulae that use text variables. To use a spreadsheet to help plan a school cake sale.</p>	<p><b>5.6 3D Modelling</b></p> <p>To be introduced to the 2Design and Make tool. To explore the effect of moving points when designing. To design a 3D model to fit certain criteria. To refine and print a model</p>	<p><b>5.4 Databases</b></p> <p>To learn how to search for information in a database. To contribute to a class database. To create a database around a chosen topic</p> <p><b>5.7 Concept Maps</b></p> <p>To understand the need for visual representation when generating and discussing complex ideas. To understand the uses of a 'concept map' To understand and use the correct vocabulary when creating a concept map. • To create a concept map. To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience</p>	<p><b>5.5 Game creator</b></p> <p>To Introduce the 2DIY 3D tool. • To begin planning a game. To design the game environment To design the game quest to make it a playable game To design the game quest to make it a playable game To self- and peerevaluate.</p> <p><b>5.8 Word processing</b></p> <p>To add and edit images to a word document. To know how to use word wrap with images and text. To change the look of text within a document. To add features to a document to enhance its look and usability To use tables within MS Word to present information</p>
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<p><b>R.E</b>  <b>Taken from the Agreed Syllabus for RE</b></p>	<p>U2.1: What does it mean if Christians believe God is holy and loving?</p> <p>If God  Biblical ideas of God  Holy God, loving God  Beliefs in Music from Christians  Building to God's Glory  Get Creative  Two things that matter to Christians  God- maybe not</p>	<p>U2.2: Creation and science: conflicting or complementary?</p> <p>Identify what type of text some Christians say <i>Genesis 1</i> is, and its purpose taking account of the context, Suggest what <i>Genesis 1</i> might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations To understand the scientific view of creation show understanding of why many Christians find science and faith go together  Identify key ideas arising from their study of <i>Genesis 1</i> and comment on how far these are helpful or inspiring, justifying their responses  Weigh up how far the <i>Genesis 1</i> creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p>	<p>U2.3: Values: What matters most to Humanists and Christians?</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)  Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer)  Make clear connections between Christian and Humanist ideas about being good and how people live  Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Raise important questions and suggest answers about how and why people should be good  Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>	<p>U2.4: How and why do some people inspire others? Examples from religions</p> <p>Explain beliefs about how inspirational people can bring believers closer to God Describe examples of texts or quotes which explain what an ideal way of life might be  Compare about different inspiring leaders from different religions</p> <p>Make clear connections between belief about living a good life and the leaders they study  Give examples of the impact of faith on life  Explain differences between leaders from different religions  Raise questions about the concept of 'inspirational people', suggesting good answers  Explain the importance of role models from different religions  Express their own response to the inspiring lives they have studied</p>	<p>U2.5: How do Christians decide how to live? 'What would Jesus do?'</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative) taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives  Articulate their own responses to the issues studied, recognising different points of view</p>	<p>U2.6: What do Christians believe Jesus did to 'save' people?</p> <p>Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it  Explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper  Show how Christians put their beliefs into practice in different ways</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today  Articulate their own responses to the idea of sacrifice, recognising different points of view</p>
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<p><b>PE</b></p>	<p><b>Netball</b></p> <p><b>Dance (Space theme)</b> To perform dance actions with control and expression          To choose his/her own dance steps and movements and then develop them into a routine          To perform dance actions with control and expression          To choose own dance steps and movements and develop them into a routine          To perform dance actions with control and expression (edit and improve)</p>	<p><b>Gymnastics</b></p> <p><b>Fitness activities (football/hockey links)</b></p>	<p><b>Dance</b></p> <p><b>Basketball</b></p>	<p><b>Gym</b></p> <p>Tennis</p>	<p><b>Cricket</b>          To choose the most appropriate throw to use within a game To call out for a catch in a game showing they know they are in the best place</p> <p><b>OAA</b></p>	<p><b>Athletics</b></p> <p><b>Rounders</b>          To choose the most appropriate throw to use within a game call out for a catch in a game showing they know they are in the best place hit a ball into space to help increase his/her score within a game.</p>
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<p><b>PSHE</b> Based on PSHE Association programme of study (Autumn) 1decision from Spring Term</p>	<p><b>Feelings and Emotions</b> Discuss how feelings can affect our mental health Identify how we can reduce our feeling of worry Explain how we can support those who are worried Understand that our choices and actions can affect ourselves and others Discuss strategies to manage uncomfortable emotions Recognise that emotions can have physical effects Explain how feelings can be communicated with or without words</p>	<p><b>Keeping/Staying Safe</b> Discuss strategies and skills to keep ourselves and others safe Examine ways to keep safe when cycling Recognise ways to manage peer pressure</p>	<p>Mental Health/Wellbeing/Mindfulness <b>Being responsible:</b> Looking after others The importance of community</p>	<p><b>Keeping/Staying Healthy</b> <b>Computer Safety:</b> Image sharing</p>	<p><b>The Working World:</b> Enterprise Adults' and children's views</p>	<p><b>A World without Judgement:</b> Inclusion and acceptance  <b>Growing and Changing:</b> Puberty Adults' and children's views Appropriate touch (recap)</p>
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<p><b>Opportunities for Visits/other</b></p>	<p>The National Space Centre - end of topic visit</p>	<p>Bikeability - local area Moot Hall Cecil Higgins Museum</p>	<p>Marston Vale Forest Day trip Or in 2022: Compton Verney Shang Dynasty</p>
<p><b>Visitors/Ideas</b></p>	<p>Scientists Engineers Astronomers NSPCC</p>	<p>Local visitors - John Bunyan link Pilgrim's Progress Workshop</p>	<p>Moneywise workshop Historian Story teller</p>
<p><b>Significant Events</b></p>	<p>Author  Road Safety week - November Bonfire night - 5<sup>th</sup> Nov Anti-bullying week Diwali Christmas</p>	<p>Martin Luther King Day Chinese New Year - Jan/Feb Valentine's day - Feb Easter - March/April World Maths Day - Feb Sign 2 Sing ends - Feb World Book Day - March Science week - March Mother's Day - March</p>	<p>Sports day Walk to School week - May Father's Day - June World Maths Day - May</p>