

Year 5 2021-2022	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 Weeks	Summer 1 5 Weeks	Spring 2 6 Weeks	Summer 2 7 weeks
Theme	Anglo-Saxons and Scots Do we still live like the Anglo-Saxons?	Scarborough Bombardment Should I care about what happened in WW1?	Scarborough How has Scarborough land use changed over time? Is my Scarborough the same as our ancestor's Scarborough?	Rivers Why are rivers important to me?	The Tudors Was Henry VIII a bad king?	7 Natural Wonders of the World Why are natural things classed as wonders? How is life different in America?
WOW Question/Stimulus /Visits	<p>Do we still live like the Anglo-Saxons? Are you an Anglo-Saxon? Purpose: Create an Anglo-Saxon style myth to read to KS1 Create a physical timeline of the key achievements</p> <p>Friarage 15: Baking and tasting foods from at least 4 different countries- making healthy French breakfasts.</p> <p>Represent the school- Engineering event</p>	<p>Should I care about what happened in WW1? What happened to Scarborough during WW1?</p> <p>Where was hit during WW1? How do we know what happened? Purpose: Prepare a memorial to display at St Mary's Church</p> <p>Friarage 15: Beach Trip and visiting local landmarks- Visiting historical sites affected by WW1. Visit a Museum- Rotunda trip to handle a variety of sources and artefacts. Theatre Experience- Christmas at the Stephen Joseph Theatre</p>	<p>How has Scarborough land use changed over time?</p> <p>Is my Scarborough the same as our ancestor's Scarborough? Exploring maps (including historic maps) Exploring old photographs Purpose: Prepare a walk to visit Scarborough sites Invite grandparents or important people from Scarborough Friarage 15: Beach Trip- How has the seafront changed? Let's build a sandcastle!</p> <p>Life beyond the school- Exploring local jobs.</p>	<p>Why are rivers important to me? How can we prevent water pollution? River watercolours- making own observations. Purpose: Write a letter to local MP about water pollution</p> <p>Friarage 15: Meet an animal- Observe a caterpillar transform into a butterfly Forest Walk & play in the park- Peasholm Park- play a game & walking through nature (exploring rivers) Take part in a debate/speak to an audience- present a presentation about an animal to parents. Write a letter, buy and stamp and post- write a letter to their MP about pollution.</p>	<p>Who were the Tudors? Why are they remembered? Who was the 'real' Henry VIII? Why did Henry have so many wives?</p> <p>Purpose: Write diary entries from different perspectives Perform Elizabethan plays (Shakespeare) Friarage 15: Plant it, grow it, eat it- Watch a plant grow</p>	<p>Why are natural things classed as 'wonders'?</p> <p>How is life different in America?</p> <p>Purpose: Create a website about the 7 wonders.</p> <p>Friarage 15: Baking and tasting foods from at least 4 different countries- Making Mexican salsa!</p> <p>Library experience- take and return a book (2 trips)</p>

English taught writing (suggested wks only)	w1 - creative writing burst to re-establish rules w5/6/7 - biography of an Anglo-Saxon warrior w2/3/4 - narrative : Beowulf conquer the monster tale	w1/2/3 - narrative : The Christmas Truce historical w4/5/6 - letters/diaries from the trenches (formal and informal) w7 - narrative poetry	w1/2/3 - persuasion : reasons to visit Scarborough w4/5/6 - narrative : tale of fear	w1/2/3 - narrative alternative fairy tale - Chaperon Rouge w4/5 - non-chronological report for a mystery animal	w1/2/3 - news report Macbeth w4/5/6 - narrative - Spooky story (link to Macbeth/witches)	w1/2/3 - narrative : native American creation myth w4/5/6 - Balanced argument : Should people be allowed to visit the USA? W7 - transition
English taught reading (suggested weeks only)	w1 - re-establish rules using short text w2/3 - Anglo-Saxon non-fiction w4/5 - After the Fall w6/7 - King Arthur	w1/2 - Scarborough bombardment comic w3/4 - WW1 non fiction animals and women w5/6 - narrative poetry the Christmas story w7 - Christmas pop songs	w1/2 - The Water Tower w3/4/5/6 - Coraline	w1/2 - non-fiction/poetry River Dance w3/4/5 - Floodland	w1/2 - Macbeth w3/4 - biography Shakespeare w5/6 - Cloud Busting	w1/2/3 - Cloud Busting w4/5/6/7 - The Journey
Class story	Nowhere Emporium		Coraline & Floodland		Floodland & Cloud Busting	
Spoken Language	<p>Opportunities to develop spoken language in 4 areas.</p> <p>Physical (body language, voice, intonation, tone, clarity, voice projection) Readers theatre, reading aloud, writing like a reader, SPAG activities, public speaking opportunities.</p> <p>Linguistic (vocabulary, language variety, structure, rhetorical techniques) Vocabulary development activities, reading aloud, writing like a reader, exposure to different texts.</p> <p>Cognitive (content, clarifying and summarising, reasoning, audience awareness) Speaking in different contexts, using TAP in writing, developing reasoned viewpoints, looking, clue and thinking questions.</p> <p>Social and Emotional (guiding and managing interactions, turn taking, actively listening and responding) Paired work, peer support, social time (games), PE.</p>					
Maths taught	<p>White Rose Maths (4 lessons weekly)</p> <p>Autumn: Number-place value & addition and subtraction; statistics; number-multiplication and division; measurement-perimeter and area</p> <p>Spring: Number-multiplication & division; fractions; decimals and percentages</p> <p>Summer: Decimals; geometry- properties of shape & position and direction; measurement- converting units & volume;</p> <p>Big Maths CLIC (daily)</p>					

	Arithmetic (1 lesson weekly) Problem of the day (daily in Summer terms) Basic Skills sessions (at least one session per week)					
PSHCE Jigsaw	All About Me Celebrating difference I can explain the differences between direct and indirect types of bullying		Dreams and goals I can describe the dreams and goals of a young person in a culture different from mine Healthy me I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures		Relationships I can explain how to stay safe when using technology to communicate with my friends Year 5/6 Puberty Changing me I can describe how boys' and girls' bodies change during puberty	
British Values		Democracy Links to Theme- What would life have been like if we'd lost the war? What is democracy? What does it mean to be a democratic country?		Rule of Law Links to Theme- Should it be against the law to pollute water? Why do people do it?	Individual Liberty Links to Theme- Was it fair Henry VIII made people believe something different?	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Links to RE- What does it mean to be a Muslim in Britain today? Links to Theme/Art- Different cultures in North America (Native Americans).
Science	Earth and Space- N/C: Describe the movement of the Earth, and other planets, relative to the Sun. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and	Forces N/C: 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,	Materials N/C: 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	Life-Cycles N/C describe the changes as humans develop to old age find out about the work of naturalists and animal behaviourist Jane Goodall. (non-statutory guidance) describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird L.Os:	Plants Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age L.Os: L.O: To revisit the learning on plants in y3/4.	

	<p>night and the apparent movement of the sun across the sky.</p> <p>L.Os: L.O: To discuss what we already know. L.O: To know the planets in our solar system. L.O: To describe the phases of the moon. L.O: To explore how we know the Earth is spherical. L.O: To investigate shadows and why we have day and night. L.O: Investigate how to protect against UV.</p>	<p>allow a smaller force to have a greater effect</p> <p>L.Os: L.O: To know what forces are. L.O: To know what gravity is. L.O: To plan and carry out an investigation into air resistance. L.O: To investigate the effect of friction. L.O: To investigate the effect of water resistance. L.O: To know how levers, gears and pulleys work.</p>	<p>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</p> <p>Changes of Materials Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>L.Os: L.O: To know, compare and group materials based on their properties. L.O: To know the properties and uses of a range of materials.</p>	<p>L.O: To find out about the work of naturalists and animal behaviouralist Jane Goodall L.O: To describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird L.O: To describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird L.O: To be able to describe the changes as humans develop to old age.</p>	<p>L.O: To dissect and identify the parts of a flower. L.O: To find out about different types of reproduction, including sexual and asexual reproduction in plants. L.O: To identify, understand how plants are adapted to different environments and habitats. L.O: To know about the work of Carl Linnaeus. L.O: To be able to describe the changes as humans develop to old age.</p>	
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Scientific enquiry

• To begin to plan different types of scientific enquiries to answer questions

- Shadow investigation (observing over time, pattern seeking)
- UV light investigation (fair test, pattern seeking)
- Air resistance investigation (fair test)
- Shopping bag investigation (fair test)
- Acids (fair test)
- Animals (research)
- Animals (identifying, grouping and classifying)

To be introduced to variables and how we can control them

- UV light investigation
- Air resistance investigation
- Shopping bag investigation
- Acids

To take simple measurements using scientific equipment and know the importance of taking repeat readings.

- Shadow investigation- using compasses, measuring tape
- UV light investigation- using UV scales
- Air resistance investigation- using a timer
- Friction- using Newton meters
- Reversible changes- filter paper, funnels and sieves

To record some data and results of our enquiries using tables, bar and line graphs.

- Shadow investigation- drawing simple sketches and using tables.
- UV light investigation- using tables and bar graphs.
- Air resistance investigation- using tables and line graphs.
- Shopping bag investigation- using tables
- Acids- using tables

To use scientific evidence to refute ideas or arguments

- Exploring how we know the Earth is spherical
- UV light- Why should we wear sun cream?
- Shopping bag investigation- what materials are best suited?

<p>Computing taught</p>	<p>E-Safety Question- Should social media be banned for children? <i>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</i> Knowledge: To know the benefits and dangers of using social media for children.</p> <p>Unit 1- Communication</p> <p>Knowledge:</p> <p>Develop their understanding of computer systems and how information is transferred between systems and devices.</p> <p>Learn about small-scale and large scale systems.</p> <p>Explain the input, output and process aspects of a variety of different real-world systems.</p> <p>N/C:</p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating</i></p>	<p>E-Safety- How can I keep safe if I post on YouTube/TIKTOK? <i>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</i> Knowledge: To know that YouTube and TikTok can be used by anyone. To reflect on the dangers of using the platforms.</p> <p>Unit 4- Spreadsheets Knowledge: Chn will develop their understanding of what a branching database is and how to create one.</p> <p>They will gain an understanding of what attributes and how to sort them.</p> <p>They will create a physical and on-screen branching database.</p> <p>N/C:</p> <p><i>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information</i> <i>Use technology safely, respectfully, and responsibly</i> L.O: To create questions with yes/no answers.</p>	<p>E-Safety Question- Is bullying real on the internet? Knowledge: Ch begin to understand the significance of published information and personal information Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying Online bullying What is it? What to do? Preparing a presentation (video, written or PowerPoint) on online-bullying, the signs and what to do. N/C: <i>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</i> L.O: To know what cyberbullying is and recognise it. L.O: To know how to show respect online. L.O: To know how to respond to cyber bullying. L.O: To know what peer pressure is and how it can happen online.</p>	<p>E-Safety Question- Can I delete what I post online? Knowledge: Pupils begin to explore the nature of online audiences and permanency of information online.</p> <p>Unit 2- 2D modelling</p> <p>Knowledge: Using a range of techniques, create a stop-frame animation using tablets. They will apply those skills to create a story based-animation. Add other types of media to their animation such as music and text. Using iMotion on the Ipad App. <i>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</i> L.O: To explain that animation is a sequence of drawings or photographs.</p> <p>L.O: To relate animated movement with a sequence of images.</p> <p>L.O: To plan an animation.</p> <p>L.O: To identify the need to work consistently and carefully.</p>	<p>E-Safety- Is money real on the internet? Knowledge: To know that money can be real or pretend online and how to know when. To know the risks of using money online.</p> <p>Unit 5 Variables in Games- computer science Knowledge: Explore the concept of sequencign through Scratch. Introduction to Scratch. Introduction to motion, sound and event blocks which they can use to make their own programs. Make a representation of a piano. N/C: <i>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> <i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p>	<p>E-Safety Question- Can you steal online? Knowledge: Pupils learn the 'do's and don'ts' of copying and pasting information to avoid plagiarism. They learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people's creations by giving them credit Mutli-media- Make Your own Website!</p> <p>L.O: To be able to evaluate websites.</p> <p>L.O: To be able to create a website structure.</p> <p>L.O: To be able to use hyperlinks accurately.</p> <p>L.O: To be able to add a website.</p> <p>L.O: To be able to add images appropriately.</p> <p>L.O: To publish a website.</p>
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	<p>physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>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</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range</p>	<p>L.O: To identify the object attributes needed to collect relevant data. L.O: To create a branching database. L.O: To create a branching database. L.O: To explain why it is helpful for a database to be well structured. L.O: To identify objects using a branching database. To compare the information shown in a pictogram with a branching database.</p>	<p>L.O: To create an information document about cyber bullying and how we can prevent it.</p>	<p>L.O: To review and improve an animation. L.O: To evaluate the impact of adding other media to an animation.</p>	<p>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, including collecting, analysing, evaluating and presenting data and information L.O: To explore a new programming environment. L.O: To identify those commands have an outcome. L.O: To explain that a program has a start. L.O: To recognise that a sequence of commands can have an order. L.O: To change the appearance of my project. L.O: To create a project from a task description.</p>	
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	<p>of ways to report concerns about content and contact</p> <p>L.O: To explain that computers can be connected together to form systems.</p> <p>L.O: To recognise the role of computer systems in our lives.</p> <p>L.O: To recognise how information is transferred over the internet.</p> <p>L.O: To explain how sharing information online lets people in different places work together.</p> <p>L.O: To contribute to a shared project online.</p> <p>L.O: To evaluate the different ways of working together online.</p>					
Geography		<p>Field Work N/C: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Skills:</p>	<p>Scarborough N/C: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>Rivers N/C: Physical geography, including: climate zones, biomes and vegetation belts, <u>rivers</u>, mountains, volcanoes and earthquakes, and the water cycle. L.Os:</p>		<p>7 Natural Wonders N/C: Locate the world's countries, using maps to focus on Europe (including the location</p>

		<p>L.Os: L.O: To understand what happened during the Scarborough Bombardment by using a variety of sources. L.O: To use field work to observe and present human and physical features through a sketch.</p>	<p>including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>L.Os: L.O: To explore the history of Scarborough. To plan an investigation. L.O: To compare maps and aerial photographs over time. L.O: To investigate land use in Scarborough. L.O: To present our learning on Scarborough over time.</p>	<p>LO: To Know where the major rivers of the world are. L.O: To understand and explain the elements in the water cycle. LO: To explore the features of rivers and how they erode, transport and deposit materials. LO: To know why rivers are important. LO: To explore 3D contour maps. LO: To know the causes of river pollution and how it can be prevented.</p>	<p>of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
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						<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>L.Os:</p> <p>L.O: I can locate the 7 natural wonders of the world on a map.</p> <p>L.O: Identify the position of the 7 natural wonders of the world.</p> <p>L.O: Identify the physical geography surrounding the natural 7 wonders of the world.</p> <p>L.O: Learn about the volcano Paricutin.</p> <p>L.O: Locate Europe's countries and cities where the Northern Lights can be seen.</p> <p>L.O: Explore the Great Barrier Reef.</p> <p>L.O: To research and present information of a natural wonder of the world.</p>
History	<p>Anglo-Saxons and Scots</p> <p>N/C:</p> <p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time- line</p> <p>Use correct terminology to describe events in the past</p>	<p>Scarborough Bombardment</p> <p>N/C:</p> <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p><u>A local Study</u></p> <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time- line</p>			<p>The Tudors</p> <p>N/C:</p> <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Develop increasingly secure chronological knowledge and understanding of</p>	

	<p>(Anglo Saxon, European, Pagan, gods, burial, impression) Devise, ask and answer more complex questions about the past, considering key concepts in history- What kind of person was buried at Sutton Hoo? Select sources independently and give reasons for choices Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual- Do we still live like Anglo Saxons? Anglo Saxon language, religion and culture! Give reasons why some events, people or developments are seen as more significant than others- Why did England become Christian? L.Os: L.O: To know where the Anglo-Saxons came from. L.O: To identify the locations of Anglo-Saxon Kingdoms and settlements. L.O: To explore the link between Anglo-Saxons and Christianity. L.O: To examine historical evidence to draw conclusions about the person in the Sutton Hoo burial site.</p>	<p>Use correct terminology to describe events in the past (bombardment, war, treaty, strategy, allies, civilians, trenches, raid, propaganda) Record knowledge and understanding in a variety of ways, using dates and key terms appropriately Devise, ask and answer more complex questions about the past, considering key concepts in history- why did the British use the bombardment as propaganda? Why did WW1 start? Analyse a range of source material to promote evidence about the past- introduction to primary and secondary sources, oral history, artefacts and propaganda. Begin to offer explanations about why people in the past acted as they did Give reasons why some events, people or developments are seen as more significant than others. L.Os: L.O: To organise the events of WW1 on a timeline. L.O: To explore what life might have been like in the trenches. L.O: To understand what happened during the Scarborough Bombardment by using a variety of sources. L.O: To produce a poster in the style of WW1 propaganda. L.O: To visit a museum and explore a range of sources. L.O: To know what happened during the Christmas Truce.</p>			<p>history, local, British and world Put events, people, places and artefacts on a time- line- Tudor key dates Use correct terminology to describe events in the past (Tudor, Era, Monarchy, rich and poor, succeed, heir) Record knowledge and understanding in a variety of ways, using dates and key terms appropriately Devise, ask and answer more complex questions about the past, considering key concepts in history- Was Henry a bad kind? What was Henry's motivation behind the break from Rome? Analyse a range of source material to promote evidence about the past- exploring Tudor portraits. Understand that the past is represented and interpreted in different ways and give reasons for this- Tudor propaganda in portraits. Begin to offer explanations about why people in the past acted as they did- Why did</p>	
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	<p>L.O: To learn about Anglo-Saxon jewellery and to produce a replica.</p> <p>L.O: To learn about Edward the Confessor and the end of Anglo-Saxon rule.</p>				<p>Henry have so many wives?</p> <p>Give reasons why some events, people or developments are seen as more significant than others- Why do we learn about the Tudors?</p> <p>L.Os:</p> <p>L.O: To know who the Tudors were and some key events.</p> <p>L.O: To use historical sources to understand who Henry VIII was.</p> <p>L.O: To explore Henry's 6 wives and why he had so many.</p> <p>L.O: To consider why Henry VIII made England into a protestant country.</p> <p>L.O: To compare food from Tudor time to today.</p> <p>L.O: To compare crime and punishment in Tudor times to today.</p>	
Art		<p><u>Art with meaning</u></p> <p>Propaganda (e.g. Edith Kemp - Remember Scarborough)</p> <p>Creating a propaganda poster using the Scarborough Bombardment.</p> <p>Learning about great artists, architects and designers in history</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p>		<p><u>Water Colours</u></p> <p>Artist study- Joseph Turner</p> <p>Create sketchbooks to record their observations and use them to review and revisit their idea</p> <p>Improve their mastery of art and design techniques (water colour)</p> <p>Learning about great artists, architects and designers in history</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes</p>	<p><u>Portraits</u></p> <p>Tudor Portraits - Holbein</p> <p>Picasso</p> <p>Create sketchbooks to record their observations and use them to review and revisit their idea</p> <p>Improve their mastery of art and design techniques (painting)</p>	<p><u>Art from different cultures-</u></p> <p>Native American Art</p> <p>Create sketchbooks to record their observations and use them to review and revisit their idea</p> <p>Improve their mastery of art and design techniques (collage)</p>

		Build on previous work with colour by exploring intensity		Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others Use first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Work indoors and outdoors Develop fine brush strokes	Learning about great artists, architects and designers in history Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques Investigate proportions	Learning about great artists, architects and designers in history Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques
Design and Tech.	<p><u>Breakfast - prepare a French style breakfast.</u> Research, plan and prepare a healthy breakfast from multiple food groups. Understand and apply the principles of a healthy and varied diet Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Understand the importance of a healthy diet including breakfast Prepare and cook a variety of savoury dishes (muesli, fruit salad, compote) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Prepare a traditional French breakfast</p>	<p><u>WW1 Toys - Design, plan and evaluate a WW1 style moving toy.</u> Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate</p>				

		<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge:</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>			
RE		<p>Key Themes:</p> <p>Opening up Christmas</p> <p>U2.4 If God is everywhere, why go to a place of worship?</p>		<p>Key Themes:</p> <p>2 weeks : U2.1 Why do some people think God exists?</p> <p>2 weeks : Opening up Easter</p> <p>U2.2 What would Jesus do - can we live by the values of Jesus in 2020?</p>	<p>Key Themes:</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>

<p>Music</p>	<p>Harvest Performance- perform a song for the Harvest Festival! Play and perform in ensemble context using voices increasing accuracy and fluency control and expression</p>		<p>Learn a musical instrument- the xylophone Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notation</p>			<p>History of American Music Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>PE</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>	

<p>French</p>	<p>Le petit déjeuner</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are</p> <p>Reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are</p> <p>Write phrases from memory, and adapt these to create</p>		<p>Ma Famille</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability</p>	<p>Cher Zoo</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are</p> <p>Introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Languages - key stage 2</p>		
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	<p>new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing Languages - key stage 2 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency To be able to say breakfast foods in French.</p> <p>To be able to build simple sentences about food and drink.</p> <p>To express simple opinions about food.</p> <p>To be able to translate a French song about food.</p> <p>To ask for items of food and drink and offer opinions.</p> <p>To read a fiction text in French.</p>		<p>to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing Languages - key stage 2 3 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Learn to talk about the family Give an oral presentation</p>	<p>3 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Talk about the names of animals Talk about pets Write some simple/complex sentences about animals at a zoo</p>		
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