|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 5 2021-2022 | Autumn 17 weeks | Autumn 27 weeks | Spring 16 Weeks | Summer 16 Weeks | Spring 26 Weeks | Summer 27 weeks |
| Theme | Anglo-Saxons and ScotsDo 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 TudorsWas Henry VIII a bad king? | 7 Natural Wonders of the WorldWhy are natural things classed as wonders? How is life different in America? |
| WOW Question/Stimulus /Visits | **Do we still live like the Anglo-Saxons?****Are you an Anglo-Saxon?**Purpose: Create an Anglo-Saxon style myth to read to KS1Create a physical timeline of the key achievements **Friarage 15:****Baking and tasting foods from at least 4 different countries- making healthy French breakfasts.****Represent the school- Engineering event?** | **Should I care about what happened in WW1?****What happened to Scarborough during WW1?****Where was hit during WW1?****How do we know what happened?**Purpose: Prepare a memorial to display at St Mary’s Church**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** | **How has Scarborough land use changed over time?****Is my Scarborough the same as our ancestor’s Scarborough?**Exploring maps (including historic maps)Exploring old photographsPurpose: 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!****Life beyond the school- Exploring local jobs.** | **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**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.**  | **Who were the Tudors? Why are they remembered?****Who was the ‘real’ Henry VIII?****Why did Henry have so many wives?**Purpose: Write diary entries from different perspectivesPerform Elizabethan plays (Shakespeare)**Friarage 15:****Plant it, grow it, eat it- Watch a plant grow****Trip to The Ryedale Folk Museum- Experience a Tudor Court & Tudor Life** | **Why are natural things classed as ‘wonders’?****How is life different in America?**Purpose: Create a website about the 7 wonders.**Friarage 15:****Baking and tasting foods from at least 4 different countries- Making Mexican salsa!****Library experience- take and return a book (2 trips)** |
| Budget Considerations  | **Healthy Breakfasts** **Fruit – various** **Yoghurt** **Bread** **UV experiment** **UV beads** **SPF 15** **SPF 50** **Baby lotion** **Body lotion****Anglo-Saxon Brooches** **Tin foil** **Card** **String****Metallic pens** | **WW1 workshop - £126** **Theatre Trip- Christmas** **Air resistance experiment** **Bin bags** **String** **Sellotape** **Art- poster paint****DT- CAMS sets**  | **Scarborough Local Jobs-** **Ice-cream each** **Science****Sugar** **Salt** **Sand** **Filter paper** **Bicarbonate of soda** **Vinegar** **Coke** **Lemon juice**  | **Animals****Caterpillars** **Rivers****Envelopes** **Stamps****Art** **Water colour paints**  | **Ryedale Folk Museum Day** **£5.50 per child****Coach Travel** **Plants****Plant pots** **Soil** **Seeds** **Flowers (to dissect)** **Art** **Poster paints**  | **Salsa** **Tomatoes** **Coriander****Spring onion** **Art** **Poster paints** **Masking tape**  |
| English taught writing(suggested wks only) | w1 – creative writing burst to re-establish rulesw5/6/7 – biography of an Anglo-Saxon warriorw2/3/4 – 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 Scarboroughw4/5/6 – narrative : tale of fear | w1/2/3 – narrative alternative fairy tale – Chaperon Rougew4/5 – non-chronological report for a mystery animal | w1/2/3 – news report Macbethw4/5/6 – narrative through diary  | w1/2/3 – narrative : native American creation mythw4/5/6 – Balanced argument : Should people be allowed to visit the USA?W7 - transition |
| English taught reading(suggested weeks only) | w1 – re-establish rules using short textw2/3 – Anglo-Saxon non-fictionw4/5 – After the Fallw6/7 – King Arthur | w1/2 – Scarborough bombardment comicw3/4 – WW1 non fiction animals and womenw5/6 – narrative poetry the Christmas storyw7 – Christmas pop songs | w1/2 – The Water Towerw3/4/5/6 - Coraline | w4/5 - non-fiction/poetry River DanceW6- Floodland w1/2/3 – Cloud Busting | w1/2 – Macbethw3/4 – biography Shakespearew5/6 – Cloud Busting | w1/2/3 – Floodlandw4/5/6/7 – The Journey |
| Class story | Nowhere Emporium  | Coraline & Floodland | Floodland & Cloud Busting  |
| Spoken Language | Opportunities to develop spoken language in 4 areas. **Physical** (body language, voice, intonation, tone, clarity, voice projection)Readers theatre, reading aloud, writing like a reader, SPAG activities, public speaking opportunities. **Linguistic** (vocabulary, language variety, structure, rhetorical techniques)Vocabulary development activities, reading aloud, writing like a reader, exposure to different texts. **Cognitive** (content, clarifying and summarising, reasoning, audience awareness)Speaking in different contexts, using TAP in writing, developing reasoned viewpoints, looking, clue and thinking questions.**Social and Emotional** (guiding and managing interactions, turn taking, actively listening and responding)Paired work, peer support, social time (games), PE. |
| Maths taught | White Rose Maths (4 lessons weekly)Autumn:Number-place value & addition and subtraction; statistics; number-multiplication and division; measurement-perimeter and areaSpring: Number-multiplication & division; fractions; decimals and percentagesSummer: Decimals; geometry- properties of shape & position and direction; measurement- converting units & volume; Big Maths CLIC (daily)Arithmetic (1 lesson weekly)Problem of the day (daily in Summer terms)Basic Skills sessions (at least one session per week) |
| PSHCEJigsaw | **Being Me in the World** L.O: I can face new challenges positively and know how to set personal goals. L.O: I understand my rights and responsibilities as a citizen of my country. L.O: I understand my rights and responsibilities as a citizen of my country and as a member of my schoolL.O: I can make choices about my own behaviour because I understand how rewards and consequences feelL.O: I understand how an individual’s behaviour can impact on a groupL.O: I understand how democracy and having a voice benefits the school community and know how to participate in this | **Celebrating Difference**L.O: I understand that cultural differences sometimes cause conflictL.O: I understand what racism isL.O: I understand how rumour-spreading and name-calling can be bullying behavioursL.O: I can explain the difference between direct and indirect types of bullyingL.O: I can compare my life with people in the developing worldL.O: I can understand a different culture from my own | **Dreams and goals** L.O: I understand that I will need money to help me achieve some of my dreamsL.O: I know about a range of jobs carried out by people I know and have explored how much people earn in different jobsL.O: I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve itL.O: I can describe the dreams and goals of young people in a culture different to mineL.O: I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each otherL.O: I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship | **Relationships** L.O: I have an accurate picture of who I am as a person in terms of my characteristics and personal qualitiesL.O: I understand that belonging to an online community can have positive and negative consequencesL.O: I understand there are rights and responsibilities in an online community or social networkL.O: I know there are rights and responsibilities when playing a game onlineL.O: I can recognise when I am spending too much time using devices (screen time)L.O: I can explain how to stay safe when using technology to communicate with my friends | **Healthy Me**L.O: I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.L.O: I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heartL.O: I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situationsL.O: I understand how the media, social media and celebrity culture promotes certain body typeL.O: 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 pressuresL.O: I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy | **Changing Me**L.O: I am aware of my own self-image and how my body image fits into thatL.O: I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionallyL.O: I can describe how boys’ and girls’ bodies change during pubertyL.O: I understand that sexual intercourse can lead to conception and that is how babies are usually madeI also understand that sometimes people need IVF to help them have a babyL.O: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)L.O: I can identify what I am looking forward to when I move to my next class. |
| 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 LawLinks to Theme- Should it be against the law to pollute water? Why do people do it? | Individual LibertyLinks 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 night and the apparent movement of the sun across the sky.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 kow the Earth is spherical. L.O: To investigate shadows and why we have day and night.L.O: Investigate how to protect against UV. | **Forces****N/C:**Explain that unsupported objects fall towards the Earth because of the force of gravity act- ing between the Earth and the falling objectIdentify the effects of air resistance, water resistance and friction, that act between mov- ing surfacesRecognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effectL.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.  | **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 magnetsKnow that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solutionUse knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating**Changes of Materials**Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plasticDemonstrate that dissolving, mixing and changes of state are reversible changesExplain 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 sodaL.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. L.O: To know that some materials dissolve in liquid.L.O: To understand reversible changes.L.O: To understand irreversible changes.L.O: To understand how acids react with bicarbonate of soda. | **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 birdL.Os: L.O: To find out about the work of naturalists and animal behaviouralist Jane GoodallL.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. | **Plants** Describe the life process of reproduction in some plants and animalsDescribe the changes as humans develop to old ageL.Os: L.O: To revisit the learning on plants in y3/4.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 reporduction 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. |  |
| 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?**

 |
| Computing taught | **E-Safety Question- Should social media be banned for children?** Use technology safely, respectfully and responsibly, recognise acceptable behaviour; identify a range of ways to report concerns about content and contact L.O: To know the benefits and dangers of using social media for children **Unit 1- Sharing Information** To explain that computers can be connected together to form systemsTo recognise the role of computer systems in our livesTo identify how to use a search engineTo describe how search engines select resultsTo explain how search results are rankedTo recognise why the order of results is important, and to whom | **E-Safety Question- How can I keep safe if I post on YouTube/TikTok?**Use technology safely, respectfully and responsibly, recognise acceptable behaviour; identify a range of ways to report concerns about content and contactL.O: To know that YouTube and TikTok can be used by anyone. To reflect on the dangers of using the platforms. **Unit 4- Flat-File Databases**To use a form to record informationTo compare paper and computer-based databasesTo outline how grouping and then sorting data allows us to answer questionsTo explain that tools can be used to select specific dataTo explain that computer programs can be used to compare data visuallyTo apply my knowledge of a database to ask and answer real-world questions | **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 cyberbullyingOnline 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:Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contactL.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.L.O: To create an information document about cyber bullying and how we can prevent it. | **E-Safety Question- Can I delete what I post online?** L.O: To begin to explore the nature of online audience and the permanency of information online. **Unit 6- Selection in Quizzes** To explain how selection is used in computer programsTo relate that a conditional statement connects a condition to an outcomeTo explain how selection directs the flow of a programTo design a program which uses selectionTo create a program which uses selectionTo evaluate my program | **E-Safety Question- Is money real on the internet?** L.O: To know that money can be real or pretend online and how to know which is which. To know the risks of using money online. **Unit 3 – Video Editing** To explain what makes a video effectiveTo identify digital devices that can record videoTo capture video using a range of techniquesTo create a storyboardTo identify that video can be improved through reshooting and editingTo consider the impact of the choices made when making and sharing a video | **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!**L.OL To be able to evaluate websites. L.O: To be able to create a website structure. L.O: To be able to use hyperlinks accurately. L.O: To be able to add a website. L.O: To be able to add images appropriately.L.O: To publish a website.  |
| GeographyGeographyPupils should be taught to:-locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time-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)Pupils should be taught to:-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 (central America) Pupils should be taught to:-describe and understand key aspects of:-physical geography, including: climate zones, biomes and vegetation belts YR4, rivers, mountains YR5, volcanoes and earthquakes YR3, and the water cycle YR4-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterPupils should be taught to:•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 |  | **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.**Key Questions:** How has our local area changed? How can we draw a sketch map? How do we use maps to help us locate places?**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. | **Scarborough** N/C:Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources 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.**Key Questions:** How has Scarborough changed over time? How has land use changed? What are the human and physical features of geography?**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.  | **Rivers****N/C:** Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**Key Questions:** What are rivers? How does water travel from source to mouth? How does the water cycle link with rivers?Is Peasholm Park a river?L.Os: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.  |  | **7 Natural Wonders** **N/C:** Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.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.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**Key Questions:** What are the 7 natural wonders of the world? How can we locate them using longitude and latitude? What is the climate like there? Are the wonders important? L.Os:L.O: I can locate the 7 natural wonders of the world on a map. L.O: Identify the position of the 7 natural wonders of the world. L.O: Identify the physical geography surrounding the natural 7 wonders of the world. L.O: Learn about the volcano Paricutin. L.O: Locate Europe’s countries and cities where the Northern Lights can be seen. L.O: Explore the Great Barrier Reef. L.O: To research and present information of a natural wonder of the world.  |
| HistoryNC statements KS2 Pupils should be taught about:•changes in Britain from the Stone Age to the Iron Age•the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China•Ancient Greece – a study of Greek life and achievements and their influence on the western world•the Roman Empire and its impact on Britain•Britain’s settlement by Anglo-Saxons and Scots•the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor•a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066•a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300•a local history study Progression Statements-Develop increasingly secure chronological knowledge and understanding of history, local, British and world-Put events, people, places and artefacts on a time- line-Use correct terminology to describe events in the past-Develop use of appropriate subject terminology, such as: empire, civilisation, monarch-Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance-Suggest where we might find answers to questions considering a range of sources-Understand that knowledge about the past is con- structed from a variety of sources-Construct and organise responses by selecting relevant historical data-Be aware that different versions of the past may exist and begin to suggest reasons for this  | **Anglo-Saxons and Scots****N/C:**Britain’s settlement by Anglo-Saxons and ScotsDevelop increasingly secure chronological knowledge and understanding of history, local, British and worldPut events, people, places and artefacts on a time- lineUse correct terminology to describe events in the past (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 choicesShow 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. L.O: To learn about Anglo-Saxon jewellery and to produce a replica. L.O: To learn about Edward the Confessor and the end of Anglo-Saxon rule.  | **Scarborough Bombardment** **N/C:**A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066A local StudyDevelop increasingly secure chronological knowledge and understanding of history, local, British and worldPut events, people, places and artefacts on a time- lineUse 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 appropriatelyDevise, 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 didGive 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.  |  |  | **The Tudors** **N/C:**A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066Develop increasingly secure chronological knowledge and understanding of history, local, British and worldPut events, people, places and artefacts on a time- line- Tudor key datesUse 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 appropriatelyDevise, 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 Henry have so many wives?Give reasons why some events, people or developments are seen as more significant than others- Why do we learn about the Tudors?L.Os:L.O: To know who the Tudors were and some key events.L.O: To use historical sources to understand who Henry VIII was.L.O: To explore Henry’s 6 wives and why he had so many.L.O: To consider why Henry VIII made England into a protestant country.L.O: To compare food from Tudor time to today. L.O: To compare crime and punishment in Tudor times to today.  |  |
| ArtKS2Pupils should be taught to:• create sketch books to record their observations and use them to review and revisit ideas• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)Pupils should be taught:about great artists, architects and designers in history |  | **Art with meaning** **Propaganda (e.g. Edith Kemp – Remember Scarborough)****Creating a propaganda poster using the Scarborough Bombardment.**Learning about great artists, architects and designers in historyImprove quality of sketchbook with mixed media work and annotationsBegin to explore possibilities, using and combining different styles and techniquesBuild on previous work with colour by exploring intensityL.O: To make observational sketches L.O: To produce a poster in the style of WW1 propaganda  |  | **Water Colours** **Artist study- Joseph Turner** Create sketchbooks to record their observations and use them to review and revisit their ideaImprove their mastery of art and design techniques (water colour)Learning about great artists, architects and designers in historyDevelop watercolour techniquesExplore using limited colour palettesSelect own images and starting points for workDevelop artistic/visual vocabulary when talking about own work and that of othersUse first hand observations using different viewpoints, developing more abstract representationsIntroduce perspective, fore/back and middle groundWork indoors and outdoorsDevelop fine brush strokesL.O: To research the artist Jospeh Turner and know about his work To recognise how to create mood and feeling L.O: To understand how shades and tones of colour are created using paint L.O: To understand how perspective is created in art L.O: To use sketchbooks to record observations and use them to review and revisit ideas L.O: To use the skills and ideas developed during the half term to create a water colour picture inspirted by Jospeh Turner  | **Portraits** **Tudor Portraits – Holbein** **Picasso**Create sketchbooks to record their observations and use them to review and revisit their ideaImprove their mastery of art and design techniques (painting)Learning about great artists, architects and designers in historyDevelop artistic/visual vocabulary when talking about own work and that of othersBegin to explore possibilities, using and combining different styles and techniquesInvestigate proportionsL.O: To research the artist Holbein and know about his work L.O: To know the techniques to measuring and drawing a portrait L.O: To research the artist Picasso and know about his work L.O: To explore different types of portrait L.O: To create a self-portrait inspired by Holbein and Picasso  | **Art from different cultures-** **Native American Art** Create sketchbooks to record their observations and use them to review and revisit their ideaImprove their mastery of art and design techniques (collage)Learning about great artists, architects and designers in historyDevelop artistic/visual vocabulary when talking about own work and that of othersBegin to explore possibilities, using and combining different styles and techniquesL.O: To use geometric shapes and understand the principles of balance L.O: To learn about symbolism in Native American art and design a piece of art using symbolism L.O: To create a piece of art using symbolism L.O: To understand the importance of Totem Poles to Native Americans and to design a family Totem pole L.O: To make a Native American style Totem Pole using symbolism  |
| Design and Tech.Pupils should be taught to:• 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 4 5• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 4 5Pupils should be taught to:• select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately 5• 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 5Pupils should be taught to:• investigate and analyse a range of existing products 5• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 4 5• understand how key events and individuals in design and technology have helped shape the world 5Pupils should be taught to:• apply their understanding of how to strengthen, stiffen and reinforce more complex structures• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 4 5• understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]• apply their understanding of computing to program, monitor and control their productsPupils should be taught to:• understand and apply the principles of a healthy and varied diet 5• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 5 | **Breakfast - prepare a French style breakfast.****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****L.O: To understand seasonality, and how where and how a variety of ingredients are grown, reared, caught and processed** **L.O: To understand the principles of a healthy and varied diet** **L.O: To apply the principles of a healthy and variety diet** **L.O: To design a healthy breakfast** **L.O: To prepare predominantly savoury dishes using a range of cooking techniques**  | **WW1 Toys - Design, plan and evaluate a WW1 style moving toy.****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**Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**Technical knowledge:** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]L.O: To research CAM toys L.O: To explore different CAM designs L.O: To design a moving toy L.O: To make a moving toy using a CAM L.O: To evaluate my design  |  |  |  |  |
| RENYCCIn general terms, the following guidance points apply to teaching about any religion:1. Respect. Speak with respect about the faith: any religion with tens of millions of followers studied in RE is a major human community. The people within the faith deserve our respect.2. Diversity. Talk about ‘some / many /most’ believers, but not about ‘All believers’. Diversity is part of every religion.3. Neutrality. Leave ‘insider language’ to insiders. A Sikh visitor can say ‘We believe...’ but teachers will do best to say ‘many Sikhs believe...’ or ‘many Christians believe...’4. General words. Use the general language of religious study to describe things: the Qur’an is not the ‘Muslim Bible’ – it is the Muslim sacred text. Divali is not the ‘Hindu Christmas’ – it is a Hindu festival.5. Learning about religion, not ‘comparative religion’. Don’t make simplistic comparisons between different religions. Look for similarities, but notice differences too.6. Living religion. Focus on the ‘here and now’ of local expressions of religion in your area or in the UK: RE is not merely History.7. Content light, concept deep. It is better to deal with a small piece of religious understanding in depth than to skate over the surface of vast areas of content, never grasping any of it in depth.8. A gift to the child: the idea of learning from religion is that anyone can take a gift from a faith. You don’t have to become Jewish to learn from Judaism. Look for the gift your pupils may gain from their study. | 2 weeks : U2.1 **Why do some people think God exists?** **Key Questions:** How many people believe in God? Is God real? What do Christians think? How do we know what is true? Why do people believe or not believe in god?What do Christians believe about how the world began?  | **Key Themes:****Opening up Christmas** U2.2 W**hat would Jesus do – can we live by the values of Jesus in 2020?**Can you work out what mattered to Jesus from 10 things he said? What was his ‘mission statement’?What is the importance of the value of love?What do Jesus’ parables about forgiveness teach to Christians today?How do Christians today try to follow Jesus’ teaching about justice and fairness?What did Jesus teach about being generous and being greedy?What does the teaching of Jesus have to say about some problems people face today? What have we learned about living by the values of Jesus in the modern world? | **Key Themes:**2 weeks : **Opening up Easter** U2.4 **If God is everywhere, why go to a place of worship?****Key Questions:** What is a place of worship? What is it for? What is a Hindu place of worship? What is a Jewish place of worship?What does a place of worship mean to believers? | **Key Themes:**U2.6 **What does it mean to be a Muslim in Britain today?**What helps you through the journey of life? What helps Muslims through the journey of life? What is the key belief of Muslims? Why does prayer matter to Muslims? How is charity important to Muslims? Why do Muslims fast?Why do Muslims want to go on pilgrimage? Where do people get advice and guidance from?What is a special place for Muslims?Can you think of similar commitments to the five pillars in your life?  | **Key Themes** U2.5 **Is it better to express your beliefs in arts and architecture or in charity and generosity?**What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?Muslim calligraphy, painting and poetry: what is inspiring?How do Christians use art in worship and in remembering Jesus?Can a Christian place of worship be a building for the ‘glory of God’? What does this mean?How and why do Muslim charities try to change the world?How and why does Christian Aid try to change the world?What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you? |  |
| MusicPupils should be taught to:• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• use and understand staff and other musical notationPupils should be taught to:• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memoryPupils should be taught to:• improvise and compose music for a range of purposes using the inter-related dimension of music• appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musiciansCharanga  | **Harvest Performance- perform a song for the Harvest Festival!**Play and perform in ensemble context using voices increasing accuracy and fluency control and expression **Livin’ On A Prayer**L.O: Identify the pieces structure-L.O: Identify the instruments/voices and play parts within the songL.O: Find the pulse whilst listening L.O: Identify changes in tempo, dynamics and textureL.O: Sing and perform a song  | **Jazz**L.O: To play the tune/head and improvise L.O: Play the tune/head and middle 8 and improvise L.O: To learn about the interrelated dimensions of music through playing instruments and improvision L.O: To perform and share  | **Make You Feel My Love** L.O: To learn and sing the song L.O: To sing the song and play instrumental parts of the song L.O: To sing the song and improvise using voices and/or instruments within the songL.O: Sing the song and perform composition(s) within the song L.O: To perform and share | **Dancing In The Street** L.O: To learn and sing the song L.O: To sing the song and play instrumental parts of the song L.O: To sing the song and improvise using voices and/or instruments within the songL.O: Sing the song and perform composition(s) within the song L.O: To perform and share | **The Fresh Prince of Bel-Air** L.O: To learn and sing the song L.O: To sing the song and play instrumental parts of the songL.O: To sing the song and improvise using voices and/or instruments within the songL.O: Sing the song and perform composition(s) within the song L.O: To perform and share | **History of American Music** Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of musicListen with attention to detail and recall sounds with increasing aural memoryLO: To listen to an appreciate music L.O: To understand the history of American music **Reflect, Rewind and Replay**L.O: Prepare for a performance of songs and activities from the year  |
| PEPupils should be taught to:• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• perform dances using a range of movement patterns• take part in outdoor and adventurous activity challenges both individually and within a team• compare their performance with previous ones and demonstrate improvement to achieve their personal best | **Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]Perform safe self-rescue in different water-based situations.**Throwing and Jumping** **Use running, jumping, throwing and catching in isolation and in combination****L.O: To explore the differences between throwing for accuracy and throwing for distance** **L.O: To use our bodies to throw with greater distance** **L.O: To explore how we can use our bodies to jump as far as possible in one jump** **L.O: To explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump**  | **Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]Perform safe self-rescue in different water-based situations.**Netball****Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending****L.O: To use passing and moving skills, refining these skills and applying them into game situations****L.O: To apply their learning of the rules of the game by officiating and playing in mini games** **L.O: To use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity** **L.O: To ensure they understand that their role changes and they become a defender as soon as they lose possession of the ball** **L.O: To be introduced to Stinger netball.** **L.O: To explore other passing styles** **L.O: To bring together learning into a level 1 tournament**  | **Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]Perform safe self-rescue in different water-based situations.**Health Related Exercise Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]****Compare their performances with previous ones and demonstrate improvement to achieve their personal best.****L.O: To take health related fitness assessments (one in week 1 and one in week 6)****L.O: To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies****L.O: To understand the meaning of flexibility and how flexibility affects our bodies** **L.O: To understand the meaning of strength and how strength affects our bodies** **L.O: To understand aerobic fitness and how exercise affects our bodies**  | **Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]Perform safe self-rescue in different water-based situations.**Rounders** **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending****L.O: To understand the role of the batting and fielding team** **L.O: To develop an understanding of fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team** **L.O: To look at what happens if the batter misses the ball** **L.O: To refine fielding tactics** **L.O: To apply prior knowledge of fielding and tactical thinking in ability games** **L.O: To bring together all of the units of learning into a level 1 tournament**  | **Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]Perform safe self-rescue in different water-based situations.**Counter Balance and Counter Tension** **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]****L.O: To apply ‘excellent gymnastics’ to everything pupils do, and explore the new concept of counter balance** **L.O: To transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus** **L.O: To apply ‘excellent gymnastics’ to develop sequences** **L.O: To explore the new concept of counter tension** **L.O: To perform their completed sequences**  | **Running** **Use running, jumping, throwing and catching in isolation and in combination****Compare their performances with previous ones and demonstrate improvement to achieve their personal best.****L.O: To explore how we can use our bodies to make us run as fast as possible** **L.O: To continue to explore running for speed, to learn and apply the correct sprinting technique** **L.O: To apply understanding of running for speed, into running as part of a team** **L.O: To explore pacing and running for distance**  |
| FrenchPupils should be taught to:• listen attentively to spoken language and show understanding by joining in and responding• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*• speak in sentences, using familiar vocabulary, phrases and basic language structures• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*• present ideas and information orally to a range of audiences\*• read carefully and show understanding of words, phrases and simple writing• appreciate stories, songs, poems and rhymes in the language• broaden their vocabulary and develop their ability 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 |  **Le petit déjeuner****L**isten attentively to spoken language and show understanding by joining in and respondingEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*Speak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*Present ideas and information orally to a range of audiences\*Read carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materialWrite phrases from memory, and adapt these to create new sentences, to express ideas clearlyUnderstand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequencyL.O: To be able to say breakfast foods in French. L.O: To be able to build simple sentences about food and drink.L.O: To express simple opinions about food. L.O: To be able to translate a French song about food. L.O: To ask for items of food and drink and offer opinions.L.O: To read a fiction text in French. |  **On fait la fête**To recognise that languages borrow words from other languages To read some familiar phrases aloud and pronounce them accurately To develop accuracy and pronunciationTo develop accuracy and pronunciationTo listen attentively and understand the main points from speechTo use the context of what they see/read to determine some of the meaningTo write words and short phrases using a referenceLO: To revise the months of the year in FrenchLO: To be able to ask and answer in French ‘How old are you? I am ….years old’LO: To be able to ask a question to find out when some else’s birthday is and answer by saying their birthday date, in FrenchL.O: To be able to read and understand a short invitation in FrenchL.O: To know their saint’s day in French To be able to say which their sign of the Zodiac isL.O: To be able to write short sentences in French using a modelBirthdaysQuelle est la date de ton anniversaire?C’est le…Quel âge as-tu?J’ai …ansêtre present tense (je/il)Prepositions : en/aude (of)Learn how to ask and say when their birthday is in FrenchFind out about birthday celebrations in French | **Ma Famille****L**isten attentively to spoken language and show understanding by joining in and respondingEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*Speak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they ar reading aloud or using familiar words and phrases\*Present ideas and information orally to a range of audiences\*Read carefully and show understanding of words, phrases and simple writingWrite phrases from memory, and adapt these to create new sentences, to express ideas clearlyDescribe people, places, things and actions orally\* and in writingUnderstand basic grammar appropriate to the language being studied, including (where elevant): 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.L.O: To revise what is your name/my name is...L.O: To say and write simple sentences about brothers and sisters L.O: To join in oral and write simple questions and answer sentences L.O: To create new sentences L.O: To read and understand simple French sentences  |  **Vive le temps libre**To listen for specific words and phrasesTo integrate new language into previously learnt language  To look and listen for visual and aural clues To listen attentively and understand more complex sentencesTo make simple sentences  To remember, retain and recall words To write words, phrases and short sentences using a referenceTo apply knowledge of rules when building sentences L.O: To revise sports in French L.O: To be able to learn new sentences in French. L.O: To be able to ask and answer questions about future activitiesTo revise days of the week.L.O: To be able to compose own diary pages using sentences in the future tense  | **Cher Zoo****L**isten attentively to spoken language and show understanding by joining in and respondingExplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsSpeak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*Present ideas and information orally to a range of audiences\*Read carefully and show understanding of words, phrases and simple writingAppreciate stories, songs, poems and rhymes in the languageBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryWrite phrases from memory, and adapt these to create new sentences, to express ideas clearlyDescribe people, places, things and actions orally\* and in writingUnderstand 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.L.O: To re-read a variety of short texts (Cher Zoo) and recognise patterns in simple sentences L.O: To be able to remember some names for zoo animals L.O: To know some adjectives in French and be able to use them in sentences to describe animals L.O: To be able to use a bilingual dictionary to find words L.O: To be able to pick out key words from a short spoken passage advertising a zoo, which includes some unfamilar language | **À la plage**To listen attentively to more complex words and phrasesTo read and understand a short text - written instructions To look and listen for visual and aural cluesTo practise new language with a friendTo write words and short phrasesTo use context and previous knowledge to help understandingBeach vocabIce creams Revise coloursJe voudrais + ice cream flavours Il y a...être present tense(est/sont)Agreement and position of adjectivesUse of à la /au + flavoursL.O: Learn some nouns and verbs to describe a beach sceneLO: To revise colours.To read and understand simple French sentences. L.O: Learn to read, understand and write instructions to create a beach sceneL.O: Learn how to order and pay for ice creams |