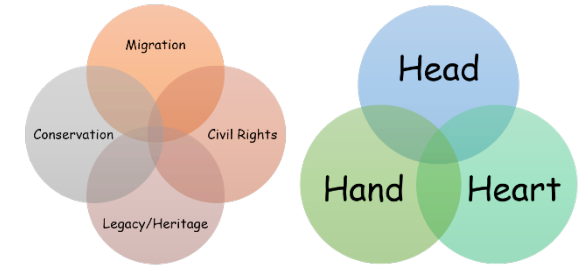


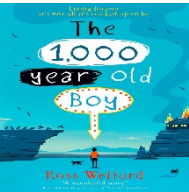
Riversdale Primary School

Medium Term Planning



Year Group	Year 5
Term	Summer 2

Learning Overview
This half term, the pupils in Year 5 will continue looking at the impact of the Vikings' arrival in Britain. They will explore the concept of Danegeld and evaluate the effectiveness of this Anglo-Saxon strategy in preventing Viking raids. They will then look at the significant Anglo-Saxon monarchs that came after Alfred the Great, and their role in defending Britain from the Vikings, before finally exploring the causes for the Viking and Anglo-Saxon ages coming to an end. In geography, the pupils will continue to explore climate change. They will explore how human actions can affect climate change for the worse and for the better, specifically identifying ways in which we can reduce our carbon impact. This is also reflected in the pupils' Spanish topic: Saving South America. In science, the pupils will further explore life cycles focusing specifically on humans. They will look at how humans develop from birth to old age, homing in on the development of babies in the womb (gestation), the development of babies from infancy to childhood, how the body changes during adolescence (including puberty), and finally how the body changes as it ages. Design and Technology will see the pupils continuing their focus on cooking and nutrition. They will apply their learning from Summer 1 in terms of seasonality and foods that are common in the UK summertime in the designing, making and evaluating of a healthy BBQ dish. Finally, in art and design, the pupils will build on their learning in Year 4 around sculpture, exploring the small-scale work of artist Ron Nagle.

Quality Stimulus Text(s)	
• The 1,000-Year-Old Boy • Greta and the Giants	 

Significant People Past & Present	
• Ron Nagle (Art) • Edward Burne-Jones (RE)	• William Holman Hunt (RE) • He Qi (RE)

Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 5: Family Guidance as Children Develop
- Article 6: Right to Life, Survival, and Development
- Article 12: Respect for Children's Views
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion
- Article 27: Adequate Living Standard

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 4: • Know that a balanced argument presents different viewpoints on a topic. • Recognise that a clear introduction should explain the topic using specific and technical language. • Identify that the conclusion should summarise the main points using appropriate formal language. • Know how to organise writing into clear paragraphs based on key ideas. • Identify and use topic sentences or subheadings to organise information for the reader. • Recognise that links between sentences help guide the reader from one idea to the next. • Know whether to use the present or past tense, depending on the topic and context. • Identify that a balanced argument should be written in an impersonal style (e.g. "It is believed that..."). • Recognise and use adverbials, including fronted adverbials, to vary sentence structure. • Know how to include adverbs to show how often something happens (e.g. additionally, frequently, rarely).	<u>BALANCED ARGUMENT:</u> • Know that a balanced argument presents two opposing viewpoints clearly. • Know that a balanced argument should include an introduction, main body, and conclusion. • Recognise that layout features will be specific to the method of delivery (e.g. letter, speech, essay). • Identify how to structure paragraphs to prioritise the most important information. • Know that each paragraph should focus on one viewpoint and be clearly developed. • Identify both viewpoints and ensure they are transparent to the reader. • Recall how to select relevant and accurate facts to support each side of the argument. • Know that a formal and impersonal tone is appropriate for a balanced argument. • Recognise the features of formal and technical language. • Know whether to write in the present or past tense, depending on the context of the topic. • Identify the use of impersonal structures (e.g. "It is believed that...") in writing.	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: • Write a balanced argument exploring the opposing viewpoints of whether Alfie should reveal his secret to the world. (Sentence Stacking) • A non-chronological report discussing climate change, including causes, and possible mitigations. (Sentence Stacking – Geography Link) • A biography detailing the life, work and impact of environmental activist Greta Thunberg. (Independent Write) Handwriting: • Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters. Composition: • Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience. • Plan by noting and developing initial ideas, drawing on reading where necessary.	• Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	• Recognise that sentences can move from a general point to a more specific example or detail. • Know how to use technical vocabulary to show knowledge and expertise about the topic. • Identify and use more complex rhetorical questions to engage and challenge the reader (e.g. "Have you ever considered the impact of...?"). Year 5: • Know that a non-chronological report is written to inform the reader about a topic without following a time order. • Identify that non-chronological reports need an engaging title to hook the reader. • Recognise that the introduction should clearly state the subject and give a general overview. • Know that the conclusion should summarise key points or offer final thoughts about the topic. • Identify the layout features of a non-chronological report (e.g. subheadings, paragraphs, bullet points, diagrams). • Know how to organise information into clear sections using generalised questions or statements as subheadings. • Recognise and use formal and technical language to convey information accurately. • Know when and how to include informal language to interest or engage the reader (e.g. "Did you know..."). • Recall that factual accuracy and technical detail are essential for describing a topic effectively. • Recognise how to vary sentence length to create impact and support reader understanding.	• Recognise how sentence length can be varied for impact and clarity. • Know how to use short sentences for impact and longer ones for explanation or detail. • Identify and use relative clauses to add additional information about a noun. • Recognise and use a wide range of subordinate conjunctions (e.g. whilst, although, despite). • Know how to embed subordinate clauses within sentences for emphasis or efficiency. • Identify and use complex noun phrases to add precision and detail to writing. <u>NON-CHRONOLOGICAL REPORT:</u> • Know that a non-chronological report is written to inform the reader about a topic without following a time order. • Identify that non-chronological reports need an engaging title to hook the reader. • Recognise that the introduction should clearly state the subject and give a general overview. • Know that the conclusion should summarise key points or offer final thoughts about the topic. • Identify the layout features of a non-chronological report (e.g. subheadings, paragraphs, bullet points, diagrams). • Know how to organise information into clear sections using generalised questions or statements as subheadings. • Recognise and use formal and technical language to convey information accurately. • Know when and how to include informal language to interest or engage the reader (e.g. "Did you know...").	• Draft and write by selecting appropriate grammar and vocabulary for the desired impact. • Edit own work independently, applying current learning around spelling, punctuation and grammar.	
--	---	--	---	--

	• Know how to use short sentences for emphasis and longer sentences for detail or explanation. • Identify and use relative clauses to add extra detail about the subject. • Recognise and use a range of subordinate conjunctions (e.g. whilst, although, because, despite). • Know how to embed subordinate clauses within a sentence to make writing more efficient or emphasised. • Identify and use complex noun phrases to add descriptive detail. • Recognise that a biography details the life and achievements of significant people. • Know that an engaging title that hooks the reader. • Identify that they are written in third person and in past tense. • Understand that some use of present tense may be appropriate if the figure is alive and continuing their work. • Recognise the importance of a developed introduction identifying the significance of the person and include a personal response where appropriate. • Identify that information is organised chronologically with clear signals to the reader about time, place and personal response. • Explain the importance of descriptions of events being detailed and engaging. • Know that biographies include a closing statement to summarise the overall impact the person has had on society. • Recall that fronted adverbials are used to clarify a specialist position. • Identify that complex noun phrases and prepositional phrases used to add detail.	• Recall that factual accuracy and technical detail are essential for describing a topic effectively. • Recognise how to vary sentence length to create impact and support reader understanding. • Know how to use short sentences for emphasis and longer sentences for detail or explanation. • Identify and use relative clauses to add extra detail about the subject. • Recognise and use a range of subordinate conjunctions (e.g. whilst, although, because, despite). • Know how to embed subordinate clauses within a sentence to make writing more efficient or emphasised. • Identify and use complex noun phrases to add descriptive detail. <u>BIOGRAPHY:</u> • Recognise that a biography details the life and achievements of significant people. • Know that an engaging title that hooks the reader. • Identify that they are written in third person and in past tense. • Understand that some use of present tense may be appropriate if the figure is alive and continuing their work. • Recognise the importance of a developed introduction identifying the significance of the person and include a personal response where appropriate. • Identify that information is organised chronologically with clear signals to the reader about time, place and personal response. • Explain the importance of descriptions of events being detailed and engaging. • Know that biographies include a closing statement to summarise		
--	---	---	--	--

	Recall that a range of conjunctions and adverbials of time are required to link events within a biography cohesively.	the overall impact the person has had on society. - Recall that fronted adverbials are used to clarify a specialist position. - Identify that complex noun phrases and prepositional phrases used to add detail. - Recall that a range of conjunctions and adverbials of time are required to link events within a biography cohesively.		
Reading:	Year 5: - Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions. - Read books that are structured in different ways and read for a range of purposes. - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views. - Retrieve, record and present some information from fiction and non-fiction. - Identify and discuss themes and conventions in and across a wide range of writing. - Identify how language, structure and presentation contribute to meaning. - Learn a wider range of age-appropriate poetry by heart. - Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. - Predict what might happen from details stated and implied.	Ready, Steady Read Together Scheme: Fiction: - Unit to be confirmed. Non-Fiction: - Unit to be confirmed. Poetry: - Unit to be confirmed Comprehension: - Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions. - Read books that are structured in different ways and read for a range of purposes. - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views. - Retrieve, record and present some information from fiction and non-fiction. - Identify and discuss themes and conventions in and across a wide range of writing. - Identify how language, structure and presentation contribute to meaning.	Reading Skills: - Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context. - Self-correction, including re-reading and reading ahead. - Reading widely and frequently for pleasure and information. - Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences. - Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. - Connecting prior knowledge and textual information to make inferences and predictions. - Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc. - Use information on-screen and on paper. - Connecting prior knowledge and textual information to make inferences and predictions. - Read closely, annotating for specific purposes. - Use a range of strategies for skimming, e.g. gist, main ideas,	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy - Pupils will respect different cultures, traditions, and viewpoints presented in a diverse range of fiction and non-fiction texts. They will show respect during discussions by listening carefully and considering the views of others. - Pupils will express their personal responses to texts and offer reasoned justifications for their views. They will develop individual interpretations of themes, characters, and authorial choices. - Pupils will value literature from a range of cultures and time periods. They will recognise the importance of reading for both pleasure and information, and understand how language and structure enhance meaning. - Pupils will take responsibility for understanding increasingly complex texts by applying a range of reading strategies, self-correcting when necessary, and annotating texts for specific purposes. - Pupils will reflect on the author's language choices, themes across texts, and the difference between fact and opinion. They will also

	• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader. • Distinguishing between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context. • Self-correction, including re-reading and reading ahead. • Reading widely and frequently for pleasure and information.	• Learn a wider range of age-appropriate poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader. • Distinguishing between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	themes and scanning, e.g. finding key words or phrases. • Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices. • Finding the main idea of a text.	consider how texts shape readers' thinking and feelings. • Pupils will prepare and perform poems and play scripts with expression, and engage in discussions and formal presentations or debates about books they have read, using notes to stay focused. • Pupils will participate in collaborative discussions, challenge ideas appropriately, and contribute to group decision-making when comparing texts or evaluating arguments within them. • Pupils will aspire to read a wide range of challenging texts fluently and with understanding, including those with complex sentence structures, abstract themes, or sophisticated vocabulary. • Pupils will foster a love of reading by exploring diverse texts, performing poetry, debating issues raised in books, and finding enjoyment in reading for both personal interest and academic growth. • Pupils will develop empathy by inferring characters' thoughts and motives, exploring figurative language, and reflecting on how writers create mood and tension to influence readers' emotional responses.
--	--	--	---	--

	- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences. - Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. - Connecting prior knowledge and textual information to make inferences and predictions. - Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc. - Use information on-screen and on paper. - Connecting prior knowledge and textual information to make inferences and predictions. - Read closely, annotating for specific purposes. - Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. - Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices. - Finding the main idea of a text.	<i>Vocabulary:</i> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i>		
Mathematics:	Year 3: - Measure, compare, add and subtract: volume/capacity (l/ml). Year 4: - Convert between different units of measure. - Estimate, compare and calculate different measures, including money in pounds and pence. - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. - Find the area of rectilinear shapes by counting squares.	- Define perimeter as the length along the outside of a shape. - Know that a polygon is a shape with many sides, e.g. triangle, square etc. - Know that composite shapes can be broken down into smaller shapes/polygons. - Identify that the perimeter of a polygon can be calculated by adding up the length of all of the sides. - Know that the perimeter of a composite shape is still calculated	Measurement (Area & Perimeter): - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. - Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. Measurement (Volume): - Estimate volume and capacity.	Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy - Working collaboratively with partners and in groups. - Using appropriate listening skills and turn taking in group discussion. - Showing empathy and kindness by helping each other to understand. - Knowing that giving your partner the answer is not helpful but explaining it is. - To recognise the value in making mistakes.

		by adding up the length of all of the sides. • Recognise that in composite shapes, there may be lengths that need to be calculated before the perimeter can be calculated. • Recognise that the perimeter of a square can be calculated by multiplying one side by four, as all four sides are the same. • Identify that the perimeters of a rectangle can be calculated by multiplying the sum of the length and width by 2. $p = 2 \times (l + w)$. • Know that the area is the amount of surface covered by a 2D shape. • Recognise that the area of a quadrilateral is calculated by multiplying the length and the width. $a = l \times w$. • Recognise that to calculate the area of a composite shape, each smaller part should be calculated and then added together. • Know that estimating involves making a reasoned guess based on the evidence available. • Understand that estimation is used in a range of ways in real life contexts. • Recall that volume refers to the amount of a substance that is in a container (Year 3 and 4). • Understand that volume of a solid 3D object is the amount of space that it takes up. • Identify that cm or m cubes can be used to calculate the volume of a solid object. • Recognise that solid objects are measured in cm³ or m³. • Know when to use cm³ vs m³ for the volume of an object in real life. (i.e. smaller objects such as a bean would be cm³ whilst a fridge would be m³.) • Understand that the formula for calculating volume of a cuboid is:		• To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.
--	--	---	--	---

		volume = length × breadth × height. • Know that a cube is a type of cuboid where the length, breadth and height are all equal. • Understand that the volume of an object cannot exceed its capacity. • Identify that the capacity of a cuboid container can be calculated using the formula for volume.		
Science:	Year 5: • The specific life cycle stages vary between different species. • Mammals follow the: birth, juvenile, adolescence and adulthood stages of development. • Birds follow the: egg, incubation, hatching, nestling, fledgling, juvenile and adulthood stages of development. • Amphibians follow the: egg, larva, metamorphosis and adult stages of development. • Insects follow the: egg, larva, pupa, and adult stages of development. • Some insects undergo complete metamorphosis, some do not. • Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. • Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. • Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry. • Answer own and others' questions based on information gained from secondary sources. • In conclusions: identify causal relationships and patterns in the	Animals Including Humans: • The humans stages of life are: - INFANCY: Humans undergo rapid growth and development during this stage. They learn to walk and talk. - CHILDHOOD: Children learn new skills and become more independent. - ADOLESCENCE: The body slowly changes over a few years to enable reproduction during adulthood. - ADULTHOOD: The human body is at its peak of fitness and strength. - OLD AGE: The ability to reproduce decreases. There may be hair loss or hair may turn grey. • Humans have a gestation period of approximately nine months. • Smaller animals have adapted to have shorter gestation periods, as they are often prey and so have less time to live. • Larger animals, which have fewer predators, often gestate for longer. • Puberty begins in adolescence. • During puberty, physical and emotional changes take place. • These changes are triggered by hormones created in the body. <i>Vocabulary:</i>	Ask Questions: • Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. • Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. • Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry. Conclusions: • Answer own and others' questions based on information gained from secondary sources. • In conclusions: identify causal relationships and patterns in the natural world from evidence; identify results that do not fit the overall pattern; and explain findings using own subject knowledge. • Discuss whether other evidence e.g. from other groups, secondary sources, and own scientific understanding, supports or refutes their answer. Enquiry: • Look for patterns and relationships using a suitable sample. Communicate:	Values: Value, Empathy, Respect, Individuality, Reflect • Understanding human development teaches students to value each individual's life experiences and fosters empathy. • Comparing gestation periods of different animals encourages students to respect the diverse ways in which living beings reproduce. • Exploring how babies grow and develop over time cultivates empathy towards infants and caregivers. • Learning about the changes that occur during puberty encourages students to embrace their own individuality and respect the diverse ways in which their peers experience growth and development. • Understanding how the human body changes as it ages encourages students to reflect on their own attitudes towards aging and develop empathy towards older adults.

	natural world from evidence; identify results that do not fit the overall pattern; and explain findings using own subject knowledge. - Discuss whether other evidence e.g. from other groups, secondary sources, and own scientific understanding, supports or refutes their answer. - Look for patterns and relationships using a suitable sample. - Communicate findings to an audience using relevant scientific language and illustrations.	<i>Infancy, childhood, adulthood, old age, gestation, puberty, hormones, physical changes, emotional changes, ageing</i>	Communicate findings to an audience using relevant scientific language and illustrations.	
Art:	Year 4: - Plan, design and make models using the work of other artists as inspiration. - Manipulate materials to make an armature, providing structure and support for a 3D form, e.g. human figure. - Use covering materials such as Modroc or modelling clay to cover an armature. - Use surface patterns and texture to add visual interest. Year 5: - Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. - Express thoughts and feelings about their own work and that of others through clear and well explained annotations - Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process. - Start to develop own style based on learning around artists and techniques, including mixed media.	Sculpture: - To join pieces of clay, the score and slip method should be used to make sure they stay secure during and after construction. - Slab pieces need to be even in thickness, so the sculpture remains stable and doesn't crack. - When joining slab pieces, the joint should be pressed and blended to strengthen the connection. - Carving into clay is best done when the clay is slightly firm, not too wet or dry. - Smoothing helps prepare the surface for painting by removing finger marks and tool lines. - Areas with cracks or roughness should be smoothed before the sculpture dries to avoid breakage. - A well-smoothed surface allows paint or glaze to go on evenly. - A sculpture must be completely dry before painting or glazing. - Using several layers of paint creates a richer and more even finish. - Glazing should be applied carefully to enhance the final appearance and protect the sculpture.	Exploring & Developing Ideas: - Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. - Express thoughts and feelings about their own work and that of others through clear and well explained annotations - Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process. - Start to develop own style based on learning around artists and techniques, including mixed media. Responding to Art: - Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques. - Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. - Explore a wide range of great artists and designers, identifying	Values: Individuality, Value. Respect, Aspire, Reflect, Share - Students can express their individuality through the unique surface patterns and textures they add to their sculptures, making each piece different and special. - Appreciate the value of a strong and stable base in creating their sculpture. - Value the importance of working safely with materials. - Respect the skill of an experienced and accomplished sculpture, appreciating the abstract nature of the art. - Aspire to create a specific 3D form by adding layers and shapes, fostering a sense of creativity and achievement. - Students need to reflect on their work assessing it for a smooth and polished finish before moving on to the painting stage, understanding the importance of quality and attention to detail. - Encourage students to share their finished sculptures with the class for self- and peer- assessment

	- Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques. - Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. - Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work. - Recognise the art of key artists and begin to place them in key movements or historical events.	Significant People Ron Nagle: - makes small, colourful sculptures. - inspired by pottery, cartoons, and music. - uses bold colours and smooth shapes to make his sculptures look fun and unusual. <i>Vocabulary:</i> <i>slab, join, slip, scoring, fold, carve, form, finish, surface, smooth, paint, glaze</i>	those that have worked in a similar way to their own work. - Recognise the art of key artists and begin to place them in key movements or historical events. Sculpture: - Develop slab technique using slip and scoring to join pieces together. - Use folding, bending or carving to shape and manipulate clay to achieve the desired form and design. - Use smoothing techniques to create desired finish before painting. - Add final finishes to models using paint/glazing techniques.	promoting appreciation of each other's work.
Computing:	Year 3: - To know that different types of camera shots can make my photos or videos look more effective. - To know that I can edit photos and videos using film editing software. - To understand that I can add transitions and text to my video. - Using logical thinking to explore more complex software; predicting, testing and explaining what it does. - Taking photographs and recording video to tell a story.	Kapow Computing Scheme: Stop Motion Animation (Lessons 4 – 5): - To know that decomposition of an idea is important when creating stop-motion animations. - To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. - To know that editing is an important feature of making and improving a stop-motion animation. <i>Vocabulary:</i> <i>animation, animator, background, character, decomposition, design, digital device, edit, evaluate, flipbook, fluid movement, frames, model, moving images, onion skinning, still images, stop motion, storyboard, thaumatrope, zoetrope</i>	- Decomposing animations into a series of images. - Decomposing a story to be able to plan a program to tell a story. - Using video editing software to animate.	Values: Respect, Individuality, Value, Reflect, Entrust, Share, Democracy, Aspire - Encourage students to respect each other's work by providing constructive feedback during editing sessions. - Emphasise the importance of respecting consent when using images or music in their projects. - Encourage students to experiment with different editing techniques to develop their unique style. - Appreciate the value of effective communication through visual storytelling. - Encourage students to reflect on the impact of different camera shots and editing techniques on the effectiveness of their videos. - Encourage students to take pride in their work and to feel entrusted with the task of creating compelling visual stories. - Promote collaboration by providing opportunities for students to share their ideas and techniques with their peers.

				- Foster a classroom environment where students have a voice in the decision-making process, such as selecting themes for their projects or choosing which editing techniques to explore. - Encourage respectful discussion and debate about the merits of different creative choices. - Inspire students to set high standards for themselves and to aspire to create professional-quality videos.
DT:	Year 4: - Apply appropriate vocabulary when analysing the taste, texture, smell and appearance of a range of foods, with minimal support. - Build on understanding of fruits and vegetables grown in the UK, making links to how the climate enables them to thrive. - Explore food sustainability. Year 5: - Work confidently within a range of contexts, such as the home, school, leisure, local community, culture, enterprise, industry and the wider environment. - Clearly describe the purpose of their products. - Indicate the design features of their products that will appeal to intended users, with clear reasoning. - Explain how particular parts of their products work. - Carry out research, using surveys, interviews, questionnaires and web-based resources. - Identify the needs, wants, preferences and values of particular individuals and groups. - Develop a simple design specification to guide their thinking.	Cooking & Nutrition – UK Summertime (Lessons 4 – 6): CONTEXT: <i>“Hi everyone, I’m Simone. I am a member of the school Parent and Teacher Cooperative (PTC). We are planning our Summer Fair and would like to add a healthy, savoury and seasonal barbecue dish to our menu. It needs to be something that would appeal to lots of people and be simple to make. Can you help us design and make something?”</i> - Using seasonal ingredients means the food is: fresher, tastes better, more environmentally friendly, and supports local UK farmers. - Examples of UK produce in summer include: tomatoes, peppers, peas, broad beans, courgettes, cucumbers, new potatoes. - Common UK BBQ foods include both meat and plant-based options, often using summer produce. - Healthy BBQ options can include skewers, grilled vegetables, and marinated meats using seasonal produce. - Healthy dishes include a balance of vegetables, protein, and wholegrains.	Cooking & Nutrition: - Continue to apply the full range of safe and hygienic cooking practice previously learnt. - Select the correct cutting board for the selected ingredient. - Select, design and prepare healthy and savoury foods for a particular purpose. - Confidently follow instructions/recipes, making appropriate adaptations to suit a given purpose. - Accurately weigh and measure ingredients with minimal support. - Cut, peel, grate, slice, chop, whisk and/or mix a range of ingredients. - Confidently apply cutting/chopping techniques (bridge hold and claw grip). - Develop simple cooking techniques: barbecuing/grilling. Designing: - Work confidently within a range of contexts, such as the home, school, leisure, local community, culture, enterprise, industry and the wider environment. - Clearly describe the purpose of their products. - Indicate the design features of their products that will appeal to intended users, with clear reasoning.	Values: Individuality, Entrust, Empathy - Pupils will express individuality by creating their own BBQ dish designs, using their ideas, tastes, and creativity to meet the design brief. - Pupils will show they can be entrusted with responsibility by following safe and hygienic practices when preparing and cooking food. - Pupils will show empathy by giving and receiving kind, constructive feedback when evaluating each other’s dishes.

	• Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. • Generate innovative ideas, drawing on research. • Make design decisions, taking account of constraints such as time, resources and cost. • Select tools and equipment suitable for the task. • Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. • Produce appropriate lists of tools, equipment and materials that they need. • Formulate step-by-step plans as a guide to making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design.	• Examples of food processing: drying, freezing, canning, juicing, and pasteurising. • Many BBQ ingredients, such as herbs and spices are processed. <i>Vocabulary:</i> <i>seasonality, ingredients, processed, barbecue, grill, skewer, marinade, herb, spice</i>	• Explain how particular parts of their products work. • Carry out research, using surveys, interviews, questionnaires and web-based resources. • Identify the needs, wants, preferences and values of particular individuals and groups. • Develop a simple design specification to guide their thinking. • Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. • Generate innovative ideas, drawing on research. • Make design decisions, taking account of constraints such as time, resources and cost. Making: • Select tools and equipment suitable for the task. • Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. • Produce appropriate lists of tools, equipment and materials that they need. • Formulate step-by-step plans as a guide to making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients,	
--	--	---	--	--

	• Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Evaluate their ideas and products against their original design specification.		mechanical components and electrical components. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. Evaluating: • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Evaluate their ideas and products against their original design specification.	
Geography:	Year 5: • Ask geographical questions such as ‘why is this place like this?’, ‘how is this place changing?’, ‘how are other places affected?’, ‘how have humans had an impact?’ • Establish whether the geographical questions posed, the methods used, and the answers found are valid. • Find possible answers to their own geographical questions. • Choose the best way to collect information needed and decide the most appropriate units of measure.	A Changing World (Lessons 4 – 6): • The Earth's atmosphere acts like a blanket, keeping the planet warm enough to support life. • Human activities, like burning fossil fuels and deforestation release greenhouse gases into the atmosphere. • Cars, trucks, planes, and ships emit carbon dioxide and other greenhouse gases. • The global impact of climate change includes: - extreme weather conditions, - rising sea levels, - loss of biodiversity,	Enquiry & Investigation: • Ask geographical questions such as ‘why is this place like this?’, ‘how is this place changing?’, ‘how are other places affected?’, ‘how have humans had an impact?’ Interpret a Range of Sources: • Establish whether the geographical questions posed, the methods used, and the answers found are valid. Communicate Geographical Information: • Find possible answers to their own geographical questions. • Choose the best way to collect information needed and decide	Values: Entrust, Aspire • Highlighting the responsibility we have in entrusting the planet to future generations by understanding the consequences of our actions. • Inspiring students to aspire to make positive changes and take actionable steps to reduce their carbon footprint and combat climate change.

		- and an impact on agriculture. • Reducing your carbon footprint can improve the impact on climate change. <i>Vocabulary:</i> <i>climate zone, tundra biome, Arctic circle, Antarctic circle, polar region, global warming, greenhouse effect, climate change, global impact</i>	the most appropriate units of measure.	
History:	Year 5: • Using a range of sources to find out about a particular aspect of the past. • Form own opinions about historical events from a range of sources. • Evaluate the usefulness and accuracy of different sources of evidence. • Identify a range of causes of major events in history. • Begin to analyse the reasons for, and results of these historical events, including long-term changes in society. • Give reasons why changes may have occurred supported by evidence. • Make links between events and changes within and across different time periods/societies. • Discuss the reasons behind historical changes in British society and their impact. • Establish clear narratives within and across the periods studied. • Order an increasing number of significant events and movements on a timeline using dates accurately. • Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.)	The Anglo Saxons Vs The Vikings (Lessons 4 -6): • The Anglo-Saxons began paying the Vikings Danegeld to prevent further raids. • In 865 CE an army of Vikings arrived wanting to conquer land rather than just raid it. • Over time, the Anglo-Saxons conquered the land back and created a unified England. • In 1066 CE, William of Normandy won the Battle of Hastings which ended Anglo-Saxon rule in England. <i>Vocabulary:</i> <i>explorers, traders, Scandinavia, chronicles, society, hierarchy, raid, pagan, monastery</i>	Using Sources for Enquiry: • Using a range of sources to find out about a particular aspect of the past. • Form own opinions about historical events from a range of sources. • Evaluate the usefulness and accuracy of different sources of evidence. Cause & Consequence: • Identify a range of causes of major events in history. • Begin to analyse the reasons for, and results of these historical events, including long-term changes in society. Change & Continuity: • Give reasons why changes may have occurred supported by evidence. • Make links between events and changes within and across different time periods/societies. • Discuss the reasons behind historical changes in British society and their impact. Chronology: • Establish clear narratives within and across the periods studied. • Order an increasing number of significant events and movements on a timeline using dates accurately. • Chronologically summarise the main events from a time period, with relation to specific historical	Values: Reflect, Value, Individuality • Support the pupils in reflecting on the decisions made by the Anglo-Saxons. Explore the various viewpoints around the strategy's effectiveness. • Recognise the contributions that the different Anglo-Saxon leaders had in conquering back their land and unifying England. • Identify that as King, Edward the Confessor focused on his religious beliefs over having a family. Recognise how every person has different priorities and that this makes them an individual.

	- Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children. - Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning.		concepts (e.g. Change and Continuity/Cause and Consequence etc.) Historical Significance: - Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children. - Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning. <i>Suggested Sources:</i> <i>Coins issued to pay Danegeld, with images from museum collections.</i> <i>Maps showing areas affected by Viking raids and Danelaw boundaries – visual exploration of Danegeld’s short-term and long-term effects.</i> <i>Simplified historical accounts or secondary summaries.</i> <i>Bayeux Tapestry images (battle scenes, death of Harold).</i> <i>Domesday Book – briefly introduced as an example of a reliable official source post-conquest.</i> <i>Family trees or succession diagrams showing claims to the throne.</i>	
Music:	Year 5: - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss	Kapow Music Scheme: Musical Theatre: - To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. - To know that choreography means the organisation of steps or moves in a dance. - To know that musical theatre uses transitions, which are short passages of music used to move	- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy - Respect different musical traditions, genres, and cultures. - Appreciate the skills and efforts of their peers and musicians. - Respect for the instruments and equipment used in music-making. - Express individual creativity through music composition and performance.

	and evaluate their own and others' work. - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - Using musical vocabulary to offer constructive and precise feedback on others' performances.	between sections of the musical action. <i>Vocabulary:</i> <i>action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions</i>	- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - Using musical vocabulary to offer constructive and precise feedback on others' performances.	- Explore different instruments and musical roles. - Value the contributions of various musicians and composers to the world of music. - Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. - Lead, make decisions, and contribute to the musical process. - Engage in reflective practices after performances, analysing what went well and areas for improvement. - Reflect on the historical and cultural contexts of different musical pieces. - Share musical talents and skills through performances. - Share ideas, insights, and responsibilities. - Set musical goals, whether related to technique, theory, or performance. - Aim for higher levels of musical proficiency and expression. - Develop a love for music through exposure to various genres and styles. - Nurture emotional connections to music and express and interpret emotions through performance. - Develop empathy by understanding the emotions conveyed in different pieces. - Listen to and understand each other in teamwork.
PE:	Children will previously have: - developed basic fielding and batting skills, - cooperated in small group games.	- Know how to throw and catch a ball. - Explain how to strike a ball off a tee and with some accuracy. - Identify how to get into the ready position to catch. - Describe how to communicate effectively with others.	- Play the different roles of bowler, wicket keeper, backstop, fielder and batter. - Think about how they use skills, strategies and tactics to outwit the opposition. - Strike a ball and try to deceive or avoid fielders, so that they can run	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy - Carry out activities to improve their work and understand why they are useful. - Come up with and share sensible solutions, given time to think about their actions.

		Explain the rules and boundaries. <i>Vocabulary:</i> <i>stance, the crease or batting point, non-striker, leg-side, offside, home base, pitch, over, innings.</i>	between wickets or around bases to score runs. Try to prevent runs or points being scored.	- Work collaboratively to improve individual and team member skills, showing aspiration. - Value the efforts of others and show empathy when providing peer-assessment/feedback. - Entrust each other to be kind and supportive, showing good sportsmanship. - Show resilience when receiving feedback and reflect on how this can be used.
RE:	Year 5: - Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. - Describe some reasons for why people belong to religions. - Begin to explain how religious sources are used to provide answers. - Use a wider religious vocabulary. - Give their own views and describe the views of others on questions about identity and the meaning of life. - Use brief reasons and some references to sources of wisdom. - Begin to express much clearer opinions on matters of religion and belief and can use some examples to support their views.	What is religious art? - Light is often important in places of worship. - The Nasir al-Mulk Mosque is popular because of its stained-glass windows. - Palma Cathedral is another popular tourist site well-known for its stained-glass windows. - Stained-glass windows in churches often picture stories from the Bible. - When visiting some religious places and viewing religious artwork, humans can feel small and insignificant. - Although we do not know exactly what Jesus looked like, we recognise Jesus in piece of art. - Religious art often uses symbols to represent specific ideas and messages. - An artist's work often reflects their culture/heritage. Significant People Edward Burne-Jones: - A famous painter and member of the Pre-Raphaelites. - Designed the stained-glass windows in Birmingham Cathedral. William Holman Hunt: - A famous painter and member of the Pre-Raphaelites.	Learning About Religion & Beliefs: - Describe some reasons for why people belong to religions. - Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. - Use a wider religious vocabulary. - Begin to explain how religious sources are used to provide answers to moral questions. Learning From Religion & Beliefs: - Give own views and describe the views of others on questions about identity and the meaning of life. - Use brief reasons and some references to sources of wisdom, such as inspirational people. - Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.	Values: Respect, Reflect, Empathy, Share, Aspire, Love, Entrust, Individuality, Value - Respect places of worship and reflect on their importance to society. - Show empathy for worshippers who share their special places with others. - Aspire to doing good things in life. - Think about how the stained-glass windows could show Edward Burne-Jones' love for God/Jesus, his home city, the poor. - Understand that many Christians entrust their lives to God/Jesus. - Know that art is an individual endeavour for both the artist and the viewer. - Understand that many artists produce their art as an expression of love. - Reflect on the art seen in these lessons. - Show an understanding of the value of the art seen by the artist, the people viewing the art at the time it was made, people viewing it nowadays. - Understand that everyone can respect religious art even if they don't believe. - Reflect on the art shown in these lessons and the effect it might have on the viewer.

		- Painted “The Light of the World” which depicts Jesus. He Qi: - A Christian Chinese artist. - Combines modern and Chinese folk art to make Christian art. <i>Vocabulary:</i> architecture, mosque, cathedral, numinous, stained-glass, painting, symbols, meaning, legacy, heritage		
RSE:	Year 5: - What appreciation means and think of ways to show appreciation to others. - What they should focus on when thinking about gratitude. - They will explore 3 questions to help them develop deeper levels of gratitude. - Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. - How gratitude helps our bodies stay calm and releases Dopamine. - This then helps to keep Team H-A - P happy and the Amygdala calm. - That when we regularly give and receive gratitude, Dopamine will continuously be released and even thinking about experiences or people we are grateful for releases Dopamine. - That the more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes. - That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face little easier. - That often the hardest category to think about gratitude for is us. - What their Top 5 Strengths are and which Virtue they fall under.	My Happy Mind Scheme: Relate (Lessons 2 – 4): Learn: - That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. - That they can train their brain to notice how people use their strengths differently. - That strengths help release Dopamine and make Team H-A -P happy, calm and relaxed. - That you are more likely to see different strengths and perspectives positively when Team H-A -P is working as a team. - We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. - That friends can help solve problems, and it is important to show gratitude towards them. - This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. - Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. - They will understand why this is so important in friendships.	Relate: - Use perspective-taking to understand different viewpoints - Appreciate how others use their strengths - Train their attention to notice positive behaviours in others - Apply calming strategies such as controlled breathing in challenging situations - Strengthen emotional regulation through awareness of brain function - Show gratitude and appreciation towards friends - Develop an “Attitude of Gratitude” to support positive relationships - Listen actively to others - Stop, understand, and consider before responding in social situations - Use problem-solving strategies with friends to overcome difficulties. Engage: - Set realistic and purposeful goals linked to transition - Recognise and articulate personal concerns about change - Define and apply strategies to manage worries - Identify personal strengths and apply them to new opportunities - Create goals that build on previous learning	Relate: Values: Empathy, Reflect, Love - Pupils will use empathy to understand different perspectives and recognise how others use their strengths. - Pupils will reflect on their own emotions, actions, and responses in friendships and challenging situations. - Pupils will show appreciation and kindness towards friends through gratitude and supportive behaviour. Engage: Values: Aspire, Reflect, Individuality - Pupils will aspire to achieve their goals and approach new opportunities with confidence. - Pupils will reflect on their concerns and strengths to support a positive transition. - Pupils will recognise that everyone has unique strengths and experiences transition differently.

		<i>Vocabulary:</i> <i>character strengths, relate, get along, people, active listening, 'stop understand and consider', friendships, relationships, differences, perspectives, team H-A-P, dopamine</i> Engage (Lessons 1 – 4): Learn: • How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead. • How to recognise their concerns and define strategies to overcome them. • How they can use their strengths to leverage the opportunities that they are excited about. • How to create goals around leveraging and practising the tools they have learned as they progress through to the next year of school. <i>Vocabulary:</i> <i>engage, activity, goal, perseverance, 'feel good, do good', believe to achieve, happy breathing, habits, perseverance, resilience, dopamine, cortisol, team goals</i>	• Use strategies and tools with increasing independence • Reflect on progress and adapt goals as needed.	
Spanish:	Year 5: • Using a range of language detective strategies to decode new vocabulary, including context and text type. • Identifying key information in simple writing. • Reading and responding to a range of authentic texts. • Forming a question in order to ask for information. • Presenting factual information in extended sentences. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary.	Kapow Spanish Scheme: Saving South America: Grammar To know: • How to use más or menos que to make comparisons, e.g. Hay menos glaciares que antes – There are fewer glaciers than before. Cultural Awareness To know: • Key geographical features of the South American continent. • Global environmental problems affecting South America. <i>Vocabulary:</i>	Language Comprehension: • Using a range of language detective strategies to decode new vocabulary, including context and text type. • Identifying key information in simple writing. • Reading and responding to a range of authentic texts. Language Production: • Forming a question in order to ask for information. • Presenting factual information in extended sentences. • Rehearsing and recycling extended sentences orally.	• To feel confident to speak Spanish. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.

	• Formulating their own strategies to remember and apply pronunciation rules. • Giving a presentation drawing upon learning from a number of previous topics. • Adapting model sentences to express different ideas. • Writing a short text using a model or scaffold.	<i>América del Sur, hoy en día, más, menos, que, antes, el calentamiento global, la contaminación, la deforestación, apagar, caminar, limpiar, plantar, reciclar, reutilizar, tirar, usar</i>	• Speaking in full sentences using known vocabulary. • Formulating their own strategies to remember and apply pronunciation rules. • Giving a presentation drawing upon learning from a number of previous topics. • Adapting model sentences to express different ideas. • Writing a short text using a model or scaffold.	
--	---	---	---	--

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage

