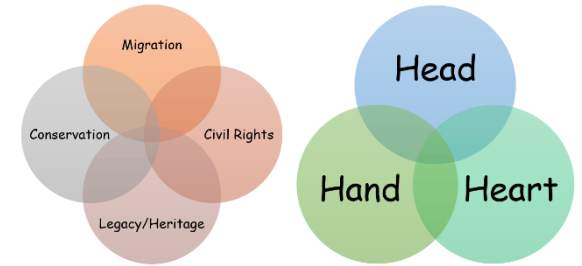




# Riversdale Primary School

## Medium Term Planning



<b>Year Group</b>	<b>Year 5</b>
<b>Term</b>	<b>Summer 1</b>

### Learning Overview

This half term, the pupils in Year 5 will build on their learning from Year 4 around the Anglo-Saxons, by looking at the impact of the Vikings’ arrival in Britain. They will begin by looking at reasons for the Vikings coming to Britain and explore what life was like for different people in the Viking society. In addition, the pupils will discuss the reasons behind why the Vikings raided monasteries. This unit will introduce pupils to the idea of bias in historical sources and the reasons biases exist. In geography, the pupils will also be building on Year 4 learning around deforestation, by looking at the concept of climate change as a wider concept. They will begin by looking at the polar regions, to provide context to climate change and begin exploring the greenhouse effect. In science, the pupils will revisit animals including humans, addressing the life cycles of different animals and how the stages within these differ. They will then address the concept of reproduction, looking at both sexual and asexual reproduction in plants and animals. Design and Technology will see the pupils revisiting cooking and nutrition. They will look at seasonality and foods that are common in the UK summertime, as well as how foods/ingredients are processed in preparation for the design, make and evaluate cycle in which the pupils will focus on a healthy BBQ dish. Finally, in art and design, the pupils will build on their learning around painting from Autumn 2, exploring the work of pointillist artist Georges Seurat. They will discuss pointillism in terms of brush stroke as well as his use of colour in relation to mood and atmosphere development.

### Quality Stimulus Text(s)

<ul style="list-style-type: none"> <li>The 1,000-Year-Old Boy</li> </ul>	
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### Significant People Past & Present

- Georges Seurat (Art)
- Bernadette Soubirous (RE)
- Edward the Confessor (RE)

## Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 5: Family Guidance as Children Develop
- Article 10: Contact with Parents Across Countries
- Article 12: Respect for Children's Views
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Writing:</b>	Year 5: <ul style="list-style-type: none"> <li>• Understand the text read as a class, extracting key details, events, and emotions.</li> <li>• Explain the purposes in which a formal letter might be used within a real-life context.</li> <li>• Know the format of a formal letter including the sender's address, the recipient's address, a date and appropriate greeting/sign off.</li> <li>• Recognise that contractions are an informal language device and not used in formal writing.</li> <li>• Identify a range of strategies to provide detail within the context of a letter, e.g. expanded noun phrases, prepositional phrases etc.</li> <li>• Identify a range of relative pronouns.</li> <li>• Explain how relative clauses can be used to provide additional detail.</li> <li>• Recognise that commas can be used to provide clarity and avoid ambiguity.</li> <li>• Articulate how to link ideas across paragraphs using a range of cohesive devices: repetition of a word or phrase, adverbials of time and place etc.</li> <li>• Recognise how a range of sentence types can be used within the context of a letter, including questions.</li> </ul>	<u>NEWSPAPER ARTICLE:</u> <ul style="list-style-type: none"> <li>• Understand that newspapers often use bold eye-catching headline which includes alliteration.</li> <li>• Know that articles must include a developed introduction and conclusion using all the newspaper's layout features.</li> <li>• Identify that paragraphs are developed with prioritised information into columns.</li> <li>• Recognise the importance of ensuring that who, what, where, when and why information is clear to orientate the reader.</li> <li>• Know that subheadings are used as an organisational device.</li> <li>• Recognise that formal language used throughout to engage the reader.</li> <li>• Identify that quotations are succinct and emotive.</li> <li>• Know that variations in formality between the journalist and the eye witness accounts.</li> <li>• Understand that newspaper layout features included:                             <ul style="list-style-type: none"> <li>- Headline</li> <li>- Byline</li> <li>- Columns</li> <li>- Quotations</li> <li>- Photographs</li> <li>- Captions.</li> </ul> </li> <li>• Know how relative clauses are used to add more information.</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>• A newspaper article reporting the house fire capturing the events surrounding the fire and the reactions of local residents (Chapters 16 – 18).</li> <li>• A diary entry in the role of Aiden recounting the events of the evening when Alfie reveals his true age (Chapter 38).</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Persuade:</b> <ul style="list-style-type: none"> <li>• A formal letter from Alfie to Aidan, persuading him to keep his secret (Chapter 38).</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>• 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.</li> </ul> Composition: <ul style="list-style-type: none"> <li>• Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience.</li> <li>• Plan by noting and developing initial ideas, drawing on reading where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that the introduction and conclusion should be developed to include an elaborated personal response, expressing thoughts and feelings.</li> <li>• Recognise that events should be described in a detailed and engaging way to bring the experience to life.</li> <li>• Understand that information must be organised chronologically, with clear signals to the reader about time, place, and personal response.</li> <li>• Identify that sentence length should be varied, using shorter sentences for impact and longer ones for detail.</li> <li>• Know that relative clauses should be used to add extra detail about people, places, or events.</li> <li>• Recognise that a wide range of subordinate conjunctions should be used to ensure cohesion and sentence complexity.</li> <li>• Understand that embedded subordinate clauses can be used to emphasise key details or condense information efficiently.</li> <li>• Know that expanded noun phrases add specificity and detail to descriptions.</li> <li>• Recognise that modal verbs should be used to indicate possibility, obligation, or certainty.</li> <li>• Understand that verbs can be modified using prefixes to alter meaning.</li> <li>• Identify that adjectives should be carefully selected to convey emotions and experiences effectively.</li> <li>• Know that a range of fronted adverbials should be used to guide the reader through the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall a wide range of subordinate conjunctions.</li> <li>• Explain that embedded subordinate clauses are used for economy or emphasis.</li> </ul> <p><u>FORMAL LETTER:</u></p> <ul style="list-style-type: none"> <li>• Understand the text read as a class, extracting key details, events, and emotions.</li> <li>• Explain the purposes in which a formal letter might be used within a real-life context.</li> <li>• Know the format of a formal letter including the sender's address, the recipient's address, a date and appropriate greeting/sign off.</li> <li>• Recognise that contractions are an informal language device and not used in formal writing.</li> <li>• Identify a range of strategies to provide detail within the context of a letter, e.g. expanded noun phrases, prepositional phrases etc.</li> <li>• Identify a range of relative pronouns.</li> <li>• Explain how relative clauses can be used to provide additional detail.</li> <li>• Recognise that commas can be used to provide clarity and avoid ambiguity.</li> <li>• Articulate how to link ideas across paragraphs using a range of cohesive devices: repetition of a word or phrase, adverbials of time and place etc.</li> <li>• Recognise how a range of sentence types can be used within the context of a letter, including questions.</li> </ul> <p><u>DIARY ENTRY:</u></p> <ul style="list-style-type: none"> <li>• Know that the introduction and conclusion should be developed to include an elaborated personal response, expressing thoughts and feelings.</li> <li>• Recognise that events should be described in a detailed and</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by selecting appropriate grammar and vocabulary for the desired impact.</li> <li>• Edit own work independently, applying current learning around spelling, punctuation and grammar.</li> </ul>	
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	<ul style="list-style-type: none"><li>• Recognise that adverbials of time, place, and number help to structure the recount clearly.</li><li>• Understand that adverbials can be used to indicate degrees of possibility.</li><li>• Identify that relative pronouns should be used to introduce relative clauses.</li><li>• Know that tense should be correct and consistent, typically using past tense for recounting events, with present tense where appropriate for reflection.</li><li>• Recognise that brackets, dashes, and commas can be used for parenthesis to add extra information.</li><li>• Understand that commas should be used to avoid ambiguity in complex sentences.</li></ul>	<p>engaging way to bring the experience to life.</p> <ul style="list-style-type: none"><li>• Understand that information must be organised chronologically, with clear signals to the reader about time, place, and personal response.</li><li>• Identify that sentence length should be varied, using shorter sentences for impact and longer ones for detail.</li><li>• Know that relative clauses should be used to add extra detail about people, places, or events.</li><li>• Recognise that a wide range of subordinate conjunctions should be used to ensure cohesion and sentence complexity.</li><li>• Understand that embedded subordinate clauses can be used to emphasise key details or condense information efficiently.</li><li>• Know that expanded noun phrases add specificity and detail to descriptions.</li><li>• Recognise that modal verbs should be used to indicate possibility, obligation, or certainty.</li><li>• Understand that verbs can be modified using prefixes to alter meaning.</li><li>• Identify that adjectives should be carefully selected to convey emotions and experiences effectively.</li><li>• Know that a range of fronted adverbials should be used to guide the reader through the sequence of events.</li><li>• Recognise that adverbials of time, place, and number help to structure the recount clearly.</li><li>• Understand that adverbials can be used to indicate degrees of possibility.</li><li>• Identify that relative pronouns should be used to introduce relative clauses.</li></ul>		
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		<ul style="list-style-type: none"> <li>• Know that tense should be correct and consistent, typically using past tense for recounting events, with present tense where appropriate for reflection.</li> <li>• Recognise that brackets, dashes, and commas can be used for parenthesis to add extra information.</li> <li>• Understand that commas should be used to avoid ambiguity in complex sentences.</li> </ul>		
<p><b>Reading:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions.</li> <li>• Read books that are structured in different ways and read for a range of purposes.</li> <li>• 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.</li> <li>• Retrieve, record and present some information from fiction and non-fiction.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Learn a wider range of age-appropriate poetry by heart.</li> <li>• 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.</li> </ul>	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• The Nowhere Emporium</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>• Mythologica</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>• The Highwayman</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions.</li> <li>• Read books that are structured in different ways and read for a range of purposes.</li> <li>• 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.</li> <li>• Retrieve, record and present some information from fiction and non-fiction.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> </ul>	<p>Reading Skills:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Self-correction, including re-reading and reading ahead.</li> <li>• Reading widely and frequently for pleasure and information.</li> <li>• Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.</li> <li>• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> <li>• Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>• Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc.</li> <li>• Use information on-screen and on paper.</li> <li>• Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>• Read closely, annotating for specific purposes.</li> <li>• Use a range of strategies for skimming, e.g. gist, main ideas,</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Pupils will reflect on the author's language choices, themes across texts, and the difference between</li> </ul>

	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• 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.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• 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.</li> <li>• Distinguishing between statements of fact and opinion.</li> <li>• 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.</li> <li>• 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.</li> <li>• Self-correction, including re-reading and reading ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Learn a wider range of age-appropriate poetry by heart.</li> <li>• 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.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• 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.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• 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.</li> <li>• Distinguishing between statements of fact and opinion.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> </ul>	<p>themes and scanning, e.g. finding key words or phrases.</p> <ul style="list-style-type: none"> <li>• Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices.</li> <li>• Finding the main idea of a text.</li> </ul>	<p>fact and opinion. They will also consider how texts shape readers' thinking and feelings.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils will participate in collaborative discussions, challenge ideas appropriately, and contribute to group decision-making when comparing texts or evaluating arguments within them.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reading widely and frequently for pleasure and information.</li> <li>• Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.</li> <li>• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> <li>• Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>• Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc.</li> <li>• Use information on-screen and on paper.</li> <li>• Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>• Read closely, annotating for specific purposes.</li> <li>• Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>• Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices.</li> <li>• Finding the main idea of a text.</li> </ul>	<p>maintaining a focus on the topic and using notes where necessary.</p> <p><i>Vocabulary:</i>  <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p>		
<p><b>Mathematics:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>• Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.</li> <li>• Identify lines of symmetry in 2D shapes presented in different orientations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that angles are measured in degrees (<math>^{\circ}</math>).</li> <li>• Recall that angles are measured using a protractor where the baseline of is aligned with one of the angle's sides.</li> <li>• Know that acute angles measure less than <math>90^{\circ}</math>.</li> <li>• Know that <math>90^{\circ}</math> is referred to as a right angle.</li> <li>• Know that obtuse angles are greater than <math>90^{\circ}</math> but less than <math>180^{\circ}</math>.</li> </ul>	<p>Properties of Shape:</p> <ul style="list-style-type: none"> <li>• Identify 3D shapes, including cubes and other cuboids, from 2D representations.</li> <li>• Identify angles at a point and 1 whole turn (total <math>360^{\circ}</math>).</li> <li>• Identify angles at a point on a straight line and half a turn (total <math>180^{\circ}</math>).</li> <li>• Identify angles with other multiples of <math>90^{\circ}</math>.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry.</li> <li>• Convert between different units of measure.</li> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>• Find the area of rectilinear shapes by counting squares.</li> <li>• Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>• Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>• Describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>• Plot specified points and draw sides to complete a given polygon.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that reflex angles is an angle greater than <math>180^\circ</math> but less than <math>360^\circ</math>.</li> <li>• Identify that the angles on a straight line equal <math>180^\circ</math>, and that this knowledge can be used to find missing angles.</li> <li>• Know that the angles around a point and within a circle add up to <math>360^\circ</math>.</li> <li>• Know that the angles in a quadrilateral add up to <math>360^\circ</math>.</li> <li>• Recognise a range of 2D and 3D shapes based on their properties.</li> <li>• Define the terms: sides, vertex, vertices, edges, and faces.</li> <li>• Identify that regular polygons are 2D shapes with equal side lengths and equal internal angle measurements, where irregular polygons do not.</li> <li>• Know that the x axis runs horizontally and the y axis runs vertically.</li> <li>• Remember that a coordinate tells you the specific location of something (e.g. a vertex of a polygon) on a coordinate plane.</li> <li>• Understand that in coordinates, the value on the x axis comes first, then the y axis (alphabetical order).</li> <li>• Know that the process of drawing points on a coordinate plane is called “plotting”.</li> <li>• Recognise that the term translation refers to a shape moving vertically or horizontally along the coordinate plane, without turning.</li> <li>• Know that when a shape is translated, all of its vertices move the same amount.</li> <li>• Understand that when a shape has been translated, it does not change in size.</li> <li>• Know that when we are explaining translation, we use directional</li> </ul>	<ul style="list-style-type: none"> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> <p>Position &amp; Direction:</p> <ul style="list-style-type: none"> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> </ul> <p>Measurement:</p> <ul style="list-style-type: none"> <li>• Convert between different units of metric measure.</li> <li>• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>
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language, e.g. left, right, up or down.

- Identify that reflection refers to a shape being flipped along an imaginary mirror line.
- Know that when a shape has been reflected, it will be a mirror image, but it will remain the same size.
- Know that a shape can be translated or reflected several times within the coordinate plane.
- Know that estimation is the process of making a sensible guess based on known figures.
- Identify that “centi” means 100<sup>th</sup>, therefore 1 centimetre is 100<sup>th</sup> of a metre.
- Identify that “milli” means 1000<sup>th</sup>, therefore 1millimetre is equal to 1000<sup>th</sup> of a metre.
- Know that there are 10 millimetres (mm) in 1 centimetre (cm) /  $1\text{cm} = 10\text{mm}$ .
- Connect the concepts of tenths and hundredths to convert between m and cm e.g. 0.1m is equal to 10 cm, 0.01m is equal to 1cm.
- Identify that “kilo” means 1000, therefore 1kilometre is 1000 metres.
- Connect the concepts of tenths and hundredths to convert between km and m. e.g. 0.1km is 1/10 of 1000m which is 10m.
- Understand that the concept of kilo can be applied to mass. E.g. 1kg is equal to 1000g.
- Connect the concepts of tenths and hundredths to convert between ml and l. e.g. 0.5l is equal to 5/10 or 1/2 of a litre, therefore is 500ml.
- Know that in the UK we use a combination of metric and imperial measurements depending on the context.

		<ul style="list-style-type: none"> <li>• Recognise common imperial measurements for length e.g. inches (in), feet (ft), yards (yd) and miles (mi).</li> <li>• Identify that inches would be used for shorter lengths.</li> <li>• Identify that feet and yards would be used to measure longer lengths.</li> <li>• Identify that miles would be used to measure long distances.</li> <li>• Know that 1 inch is roughly equivalent to 2.5cm (not exact).</li> <li>• Recognise common imperial measurements for weight e.g. pounds (lbs) and ounces (oz).</li> <li>• Identify that we would use ounces to measure lighter items (slice of bread), and pounds to measure heavier items (loaf of bread).</li> <li>• Recognise common imperial measurements for volume/ capacity e.g. pints (pt), gallons (gal).</li> <li>• Identify that pints would be used for smaller volumes of liquid, whilst gallons would be for greater volumes of liquids.</li> </ul>		
<b>Science:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets).</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Recognise how secondary sources can be used to answer questions</li> </ul>	<p>Animals including Humans:</p> <ul style="list-style-type: none"> <li>• The specific life cycle stages vary between different species.</li> <li>• Mammals follow the: birth, juvenile, adolescence and adulthood stages of development.</li> <li>• Birds follow the: egg, incubation, hatching, nestling, fledgling, juvenile and adulthood stages of development.</li> <li>• Amphibians follow the: egg, larva, metamorphosis and adult stages of development.</li> <li>• Insects follow the: egg, larva, pupa, and adult stages of development.</li> <li>• Some insects undergo complete metamorphosis, some do not.</li> </ul>	<p>Ask Questions</p> <ul style="list-style-type: none"> <li>• Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>• Record observations, for example: labelled diagrams, labelled scientific diagrams or writing.</li> </ul> <p>Conclusions:</p> <ul style="list-style-type: none"> <li>• Answer own and others' questions based on information gained from secondary sources.</li> </ul>	<p>Values: Reflect, Individuality, Empathy, Value, Love</p> <ul style="list-style-type: none"> <li>• Encouraging students to reflect on the interconnectedness of life and the importance of each stage in a life cycle.</li> <li>• Highlighting the significance of recognising and appreciating the unique life cycles of various animal groups encourages students to embrace their own distinct qualities and differences.</li> <li>• Developing empathy towards amphibians and insects by understanding their life cycle challenges and adaptations.</li> <li>• Recognising the value of plants as primary producers and their</li> </ul>

	<p>that cannot be answered through practical work.</p> <ul style="list-style-type: none"> <li>Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> <li>Answer own and others' questions based on information gained from secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>For sexual reproduction, two parent animals or plants are needed to create new offspring.</li> <li>In plants, pollen lands on the stigma and travels down the style to the ovary.</li> <li>The male reproductive cells then fertilise the female reproductive cells in the ovary, producing seeds.</li> <li>In animals, the male's sperm merges with the female's egg to fertilise it.</li> <li>Asexual reproduction is where only one parent animal or plant is needed to create offspring.</li> </ul> <p><i>Vocabulary:</i>  <i>life cycle, stages, juvenile, adulthood, larva, metamorphosis, reproduction, offspring, fertilisation, pollination</i></p>		<p>crucial role in supporting life on Earth.</p> <ul style="list-style-type: none"> <li>Fostering appreciation and love for the diversity of reproductive behaviours and adaptations seen in the animal kingdom.</li> </ul>
<p><b>Art:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process.</li> <li>Start to develop own style based on learning around artists and techniques, including mixed media.</li> <li>Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in</li> </ul>	<p>Painting:</p> <ul style="list-style-type: none"> <li>Pointillism involves applying small dots of pure colour to create an image.</li> <li>The dots blend together in the viewer's eye, creating the illusion of a solid image.</li> <li>The correct size of the brush must be selected for the desired dot size.</li> <li>The brush is held carefully and a gentle yet purposeful dab of the brush tip is used.</li> <li>Dots can vary in size, spacing, and colour to create different effects.</li> <li>Dot density can suggest light, shadow, and texture.</li> <li>Pointillist artists used complementary colours to make their subjects vibrant.</li> <li>Warm and cool colours can be used to affect mood.</li> <li>We can use a horizon line to help us compose (arrange) our paintings.</li> </ul>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process.</li> <li>Start to develop own style based on learning around artists and techniques, including mixed media.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in</li> </ul>	<p>Values: Respect, Value, Empathy, Share, Reflect.</p> <ul style="list-style-type: none"> <li>Respect for the contribution Seurat made in the art world, especially with pointillism and it's use of colour.</li> <li>Encourage pupils to see the value in the different brush strokes and how this can impact a piece of artwork overall.</li> <li>Discuss how the colour and subject of a painting can have an effect on the viewer, and how they can relate to it from their own experiences.</li> <li>Sharing ideas with a group of peers and encourage and support one another in their planning. Respect each other's plans and creativity.</li> <li>Encourage pupils to consider their work in relation to their learning and specifically, about the mood that their colour choices and subject of their paintings have evoked.</li> </ul>

	<p>relation to styles and approaches to develop this further.</p> <ul style="list-style-type: none"> <li>Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work.</li> <li>Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>Discuss how their colour selection has an impact on the mood within their artwork, using appropriate colour theory vocabulary.</li> <li>Mix colours, shades, tones and tints with confidence, building on prior knowledge.</li> <li>Confidently select specific brush strokes for different purposes and control the types of marks made.</li> <li>Refine brush techniques of layering and texturing.</li> <li>Confidently compose paintings building on prior knowledge.</li> <li>Explore the combination of different art media in their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Adding objects to the background or foreground creates a sense of depth.</li> </ul> <p><b>Significant People</b> Georges Seurat:</p> <ul style="list-style-type: none"> <li>Was a French painter.</li> <li>Born in 1859 in Paris, France.</li> <li>Well-known for a style of painting called pointillism.</li> </ul> <p><i>Vocabulary:</i> <i>pointillism, dot density, complementary colours, landscape, composition, foreground, background, middle ground, horizon line, mood</i></p>	<p>relation to styles and approaches to develop this further.</p> <ul style="list-style-type: none"> <li>Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work.</li> <li>Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul> <p>Painting:</p> <ul style="list-style-type: none"> <li>Discuss how their colour selection has an impact on the mood within their artwork, using appropriate colour theory vocabulary.</li> <li>Mix colours, shades, tones and tints with confidence, building on prior knowledge.</li> <li>Confidently select specific brush strokes for different purposes and control the types of marks made (e.g. pointillism).</li> <li>Refine brush techniques of layering and texturing.</li> <li>Confidently compose paintings building on prior knowledge.</li> <li>Explore the combination of different art media in their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight the importance of respecting the work of fellow artists and providing supportive developmental feedback where appropriate.</li> </ul>
<p><b>Computing:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>To know that different types of camera shots can make my photos or videos look more effective.</li> <li>To know that I can edit photos and videos using film editing software.</li> <li>To understand that I can add transitions and text to my video.</li> <li>Using logical thinking to explore more complex software; predicting, testing and explaining what it does.</li> <li>Taking photographs and recording video to tell a story.</li> </ul>	<p>Kapow Computing Scheme:</p> <p>Stop Motion Animation (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>To know that decomposition of an idea is important when creating stop-motion animations.</li> <li>To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.</li> </ul> <p><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></p>	<ul style="list-style-type: none"> <li>Decomposing animations into a series of images.</li> <li>Decomposing a story to be able to plan a program to tell a story.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Entrust, Share, Democracy, Aspire</p> <ul style="list-style-type: none"> <li>Encourage students to respect each other's work by providing constructive feedback during editing sessions.</li> <li>Emphasise the importance of respecting consent when using images or music in their projects.</li> <li>Encourage students to experiment with different editing techniques to develop their unique style.</li> <li>Appreciate the value of effective communication through visual storytelling.</li> <li>Encourage students to reflect on the impact of different camera</li> </ul>

				<p>shots and editing techniques on the effectiveness of their videos.</p> <ul style="list-style-type: none"> <li>• Encourage students to take pride in their work and to feel entrusted with the task of creating compelling visual stories.</li> <li>• Promote collaboration by providing opportunities for students to share their ideas and techniques with their peers.</li> <li>• 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.</li> <li>• Encourage respectful discussion and debate about the merits of different creative choices.</li> <li>• Inspire students to set high standards for themselves and to aspire to create professional-quality videos.</li> </ul>
<p><b>DT:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Apply appropriate vocabulary when analysing the taste, texture, smell and appearance of a range of foods, with minimal support.</li> <li>• Build on understanding of fruits and vegetables grown in the UK, making links to how the climate enables them to thrive.</li> <li>• Explore food sustainability.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Discuss Existing Products: <ul style="list-style-type: none"> <li>- how much products cost to make,</li> <li>- how innovative products are,</li> <li>- how sustainable the materials in products are,</li> <li>- how well products have been made,</li> <li>- why materials have been chosen,</li> <li>- how well products achieve their purposes,</li> </ul> </li> </ul>	<p>Cooking &amp; Nutrition – UK Summertime (Lessons 1 – 3):</p> <p>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></p> <ul style="list-style-type: none"> <li>• Using seasonal ingredients means the food is: <ul style="list-style-type: none"> <li>- fresher,</li> <li>- tastes better,</li> <li>- more environmentally friendly, and</li> <li>- supports local UK farmers.</li> </ul> </li> <li>• Examples of UK produce in summer include:</li> </ul>	<p>Cooking &amp; Nutrition</p> <ul style="list-style-type: none"> <li>• Continue to build on understanding of fruits and vegetables grown in the UK, exploring the concept of seasonality.</li> <li>• Identify foods for different seasons in the UK.</li> <li>• Know that foods are often processed into ingredients that can be eaten or used in cooking.</li> <li>• Investigate different processing procedures.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Discuss Existing Products: <ul style="list-style-type: none"> <li>- how much products cost to make,</li> <li>- how innovative products are,</li> <li>- how sustainable the materials in products are,</li> <li>- how well products have been made,</li> </ul> </li> </ul>	<p>Values: Respect, Value, Reflect</p> <ul style="list-style-type: none"> <li>• Pupils will show respect for the environment and farmers by learning how seasonal eating helps protect natural resources and supports local communities.</li> <li>• Pupils will value the importance of fresh, local produce by exploring how seasonal ingredients are used in real-life BBQ dishes.</li> <li>• Pupils will reflect on how food changes before it reaches our plates and think about how different types of processing affect food choices and health.</li> </ul>

	<ul style="list-style-type: none"> <li>- how well products meet user needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>- tomatoes, peppers, peas, broad beans, courgettes, cucumbers, new potatoes.</li> <li>• Common UK BBQ foods include both meat and plant-based options, often using summer produce.</li> <li>• Healthy BBQ options can include skewers, grilled vegetables, and marinated meats using seasonal produce.</li> <li>• Healthy dishes include a balance of vegetables, protein, and wholegrains.</li> <li>• Examples of food processing: drying, freezing, canning, juicing, and pasteurising.</li> <li>• Many BBQ ingredients, such as herbs and spices are processed.</li> </ul> <p><i>Vocabulary:</i>  <i>seasonality, ingredients, processed, barbecue, grill, skewer, marinade, herb, spice</i></p>	<ul style="list-style-type: none"> <li>- why materials have been chosen,</li> <li>- how well products achieve their purposes,</li> <li>- how well products meet user needs and wants.</li> </ul>	
<p><b>Geography:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Use longitude, latitude, coordinates to locate on a map.</li> <li>• Identify physical features of a range of locations across the world.</li> <li>• Know what a biome is and name an increasing range.</li> </ul>	<p>A Changing World (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>• The Arctic and Antarctic circles mark the boundaries of regions with extreme polar conditions.</li> <li>• They contain tundra biomes with unique ecosystems adapted to the cold.</li> <li>• They experience similar phenomena like the midnight sun and polar night.</li> <li>• The Earth's atmosphere acts like a blanket, keeping the planet warm enough to support life.</li> </ul> <p><i>Vocabulary:</i>  <i>climate zone, tundra biome, Arctic circle, Antarctic circle, polar region, global warming, greenhouse effect, climate change, global impact</i></p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> <li>• Use longitude, latitude, coordinates to locate on a map.</li> </ul> <p>Human &amp; Physical Geography:</p> <ul style="list-style-type: none"> <li>• Identify physical features of a range of locations across the world.</li> <li>• Know what a biome is and name an increasing range (tundra biome).</li> </ul> <p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>• Describe how locations around the world are changing and explain with increasing confidence what is causing these changes, specifically climate change.</li> </ul>	<p>Values: Respect, Reflect, Empathy</p> <ul style="list-style-type: none"> <li>• Understanding and respecting the unique environments and ecosystems of the Arctic and Antarctic regions, and the importance of preserving these fragile areas.</li> <li>• to reflect on the causes and effects of climate change and how human actions contribute to environmental changes.</li> <li>• Developing empathy by exploring the global impact of climate change on different communities, especially those most vulnerable to its effects.</li> </ul>

<p><b>History:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.)</li> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> <li>Describe how and why some changes within past societies are maintained and still affect us today.</li> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Identify a range of causes of major events in history.</li> <li>Begin to analyse the reasons for, and results of these historical events, including long-term changes in society.</li> <li>Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Explain a range of similarities and differences between daily lives of people in the past and today.</li> <li>Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>Know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history.</li> </ul>	<p>The Anglo Saxons Vs The Vikings (Lessons 1 -3):</p> <ul style="list-style-type: none"> <li>The Vikings were explorers and traders from Scandinavia.</li> <li>Similar to the Anglo-Saxons, Viking society was a hierarchy with a king at the top.</li> <li>People settled problems and made decisions through a vote at a meeting called a 'Thing'.</li> <li>Men would be skilled labourers and farmers, whilst women would take care of the home and family.</li> <li>Vikings raided Britain, to acquire wealth and prove their courage in battle.</li> <li>Monasteries, such as Lindisfarne, were easy raid targets filled with treasures.</li> </ul> <p><i>Vocabulary:</i>  <i>explorers, traders, Scandinavia, chronicles, society, hierarchy, raid, pagan, monastery</i></p>	<p>Chronology:</p> <ul style="list-style-type: none"> <li>Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.)</li> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> </ul> <p>Change &amp; Continuity:</p> <ul style="list-style-type: none"> <li>Describe how and why some changes within past societies are maintained and still affect us today.</li> </ul> <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a particular aspect of the past.</li> </ul> <p>Cause &amp; Consequence:</p> <ul style="list-style-type: none"> <li>Identify a range of causes of major events in history.</li> <li>Begin to analyse the reasons for, and results of these historical events, including long-term changes in society.</li> </ul> <p>Similarity &amp; Difference:</p> <ul style="list-style-type: none"> <li>Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Explain a range of similarities and differences between daily lives of people in the past and today.</li> </ul> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> <li>Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>Know that some evidence is propaganda, opinion, or</li> </ul>	<p>Values: Share, Democracy, Empathy</p> <ul style="list-style-type: none"> <li>Discuss the fact that the Anglo-Saxons shared their thoughts in writing, but that we don't have the same for the Vikings. Consider how this might affect our view of past events.</li> <li>Explore the idea that although there was a clear structure of leadership, people were able to vote on issues that concerned them. Consider how this supported successful leadership.</li> <li>Identify how the monks would have felt at having their monasteries raided by the Vikings. Link this to ownership of property and religious belief.</li> </ul>
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<p><b>Music:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>• Improvising coherently within a given style.</li> </ul>	<p>Kapow Music Scheme:</p> <p>Looping &amp; Remixing:</p> <ul style="list-style-type: none"> <li>• To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</li> <li>• To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</li> <li>• To know that remix is music that has been changed, usually so it is suitable for dancing to.</li> </ul> <p><i>Vocabulary:</i>  <i>accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure</i></p>	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Respect different musical traditions, genres, and cultures.</li> <li>• Appreciate the skills and efforts of their peers and musicians.</li> <li>• Respect for the instruments and equipment used in music-making.</li> <li>• Express individual creativity through music composition and performance.</li> <li>• Explore different instruments and musical roles.</li> <li>• Value the contributions of various musicians and composers to the world of music.</li> <li>• Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> </ul>

	<ul style="list-style-type: none"> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>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.</li> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> </ul>		<p>composition using all the inter-related dimensions of music to add musical interest.</p> <ul style="list-style-type: none"> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>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.</li> <li>Performing with accuracy and fluency from graphic and simple staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>Lead, make decisions, and contribute to the musical process.</li> <li>Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>Reflect on the historical and cultural contexts of different musical pieces.</li> <li>Share musical talents and skills through performances.</li> <li>Share ideas, insights, and responsibilities.</li> <li>Set musical goals, whether related to technique, theory, or performance.</li> <li>Aim for higher levels of musical proficiency and expression.</li> <li>Develop a love for music through exposure to various genres and styles.</li> <li>Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>Listen to and understand each other in teamwork.</li> </ul>
<p><b>PE:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Master fundamental movement skills.</li> <li>Start to develop sport specific skills performing them with consistency and accuracy.</li> <li>Confidently demonstrate an improved technique for sprinting.</li> <li>Carry out an effective sprint finish.</li> <li>Perform a relay, focusing on the baton changeover technique.</li> <li>Learn how to combine a hop, step and jump to perform the standing triple jump.</li> <li>Land safely and with control.</li> <li>Begin to measure the distance jumped.</li> </ul>	<ul style="list-style-type: none"> <li>Explain some safety principles when preparing for and during exercise.</li> <li>Identify how to run using increasing technique.</li> <li>Recognise how to perform a standing, triple and long jump.</li> <li>Describe how to throw with increased technique and accuracy.</li> <li>Understand how stamina and power help people to perform well in different athletic activities.</li> </ul> <p><i>Vocabulary:</i> variety, pace, technique, stamina, distance, position, stride</p>	<ul style="list-style-type: none"> <li>Choose the best pace for a running event, so they can sustain their running and improve on a personal target.</li> <li>Show control at take-off in jumping activities.</li> <li>Show accuracy and good technique when sending (throwing) for distance</li> </ul> <p>Organise and manage an athletic event well.</p>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Carry out activities to improve their work and understand why they are useful.</li> <li>Come up with and share sensible solutions, given time to think about their actions.</li> <li>Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>Entrust each other to be kind and supportive, showing good sportsmanship.</li> </ul>

	<ul style="list-style-type: none"> <li>• Measure the distance of their throws.</li> <li>• Continue to develop techniques to throw for increased distance.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Develop overall body strength, balance, co-ordination and agility.</li> </ul>			<ul style="list-style-type: none"> <li>• Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>
<p><b>RE:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>• Use a wider religious vocabulary.</li> <li>• Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> <li>• Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul>	<p>What is a Pilgrimage?</p> <ul style="list-style-type: none"> <li>• Religious people may go on journeys called pilgrimages.</li> <li>• A pilgrimage site is important because it is associated with God or special people.</li> <li>• A pilgrimage site might be where something significant happened, e.g. a miracle.</li> <li>• There are pilgrimage sites around the world, including in the UK.</li> <li>• Some key pilgrimages include: <ul style="list-style-type: none"> <li>- Hajj (Islam)</li> <li>- Kumbh Mela (Hinduism)</li> <li>- Lourdes (Christianity)</li> </ul> </li> <li>• The journey to the pilgrimage site can be just as important as the final destination.</li> </ul> <p><b>Significant People</b></p> <p>Vishnu:</p> <ul style="list-style-type: none"> <li>• An important Hindu god.</li> <li>• Associated with the pilgrimage of Kumbh Mela.</li> </ul> <p>Bernadette Soubirous:</p> <ul style="list-style-type: none"> <li>• Had visions of Mary, mother of Jesus, at Lourdes, France.</li> <li>• Dug into the ground and a spring of water appeared.</li> </ul> <p>Edward the Confessor:</p> <ul style="list-style-type: none"> <li>• Built Westminster Abbey.</li> <li>• Known for being very religious.</li> <li>• The first monarch to touch people that were sick.</li> </ul> <p><i>Vocabulary:</i>  <i>journey, pilgrimage, Hajj, Kumbh Mela, Monastery, abbey, saint, miracle, reflection, vow</i></p>	<p>Learning About Religion &amp; Belief:</p> <ul style="list-style-type: none"> <li>• Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>• Use a wider religious vocabulary.</li> <li>• Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> </ul> <p>Learning From Religion &amp; Belief:</p> <ul style="list-style-type: none"> <li>• Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul>	<p>Values: Value, Reflect, Share, Love, Entrust, Empathy, Aspire</p> <ul style="list-style-type: none"> <li>• Reflect on different journeys and their importance.</li> <li>• Discuss the importance of sharing when millions of people are on pilgrimage together.</li> <li>• Understand that Christians see God as a loving being, and that important saints are used as a channel for this love.</li> <li>• Think about the pilgrims to Lourdes entrusting their health to God.</li> <li>• Discuss whether faraway places have more value than nearby places and reflect on why this might be.</li> <li>• Think about whether it is right or good, that pilgrims share their special places with non-believers.</li> <li>• Consider whether a journey is a good opportunity for personal reflection.</li> <li>• Show empathy for those choosing to go on pilgrimage and their reasons for doing so.</li> <li>• Think about why a religious person may aspire to undertake a pilgrimage.</li> </ul>

<p><b>RHW:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• That to engage means to pay attention and put effort into something.</li> <li>• How their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good.</li> <li>• What Big Dream Goals are.</li> <li>• How to use perseverance and resilience to help them not give up on something.</li> <li>• That they have to Believe to Achieve.</li> <li>• How to set their own Big Dream Goals.</li> </ul>	<p>My Happy Mind: Engage (Lessons 1 -4)</p> <p>Know:</p> <ul style="list-style-type: none"> <li>• How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead.</li> <li>• How to recognise their concerns and define strategies to overcome them.</li> <li>• How they can use their strengths to leverage the opportunities that they are excited about.</li> <li>• How to create goals around leveraging and practising the tools they have learned as they progress through to the next year of school.</li> </ul> <p><i>Vocabulary:</i> engage, activity, goal, perseverance, 'feel good, do good', believe to achieve, happy breathing, habits, perseverance, resilience, dopamine, cortisol, team goals</p>	<p>My Happy Mind: Engage</p> <ul style="list-style-type: none"> <li>• Set realistic and purposeful goals linked to transition</li> <li>• Recognise and articulate personal concerns about change</li> <li>• Define and apply strategies to manage worries</li> <li>• Identify personal strengths and apply them to new opportunities</li> <li>• Create goals that build on previous learning</li> <li>• Use strategies and tools with increasing independence</li> <li>• Reflect on progress and adapt goals as needed.</li> </ul>	<p>My Happy Mind: Engage</p> <p>Values: Aspire, Reflect, Individuality</p> <ul style="list-style-type: none"> <li>• Pupils will aspire to achieve their goals and approach new opportunities with confidence.</li> <li>• Pupils will reflect on their concerns and strengths to support a positive transition.</li> <li>• Pupils will recognise that everyone has unique strengths and experiences transition differently.</li> </ul>
<p><b>Spanish:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Listening and selecting information from short audio passages to give an appropriate response.</li> <li>• Identifying key information in simple writing.</li> <li>• Using a range of language detective strategies to decode new vocabulary including context and text type.</li> <li>• Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>• Forming a question in order to ask for information.</li> <li>• Beginning to use conversational phrases for purposeful dialogue.</li> <li>• Rehearsing and recycling extended sentences orally.</li> <li>• Speaking in full sentences using known vocabulary.</li> <li>• Speaking and reading aloud with increasing confidence and fluency.</li> </ul>	<p>Kapow Spanish Scheme:</p> <p>A Trip Across Spain</p> <p>Grammar:</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• That voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.'</li> </ul> <p>Cultural awareness:</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• About some key Spanish cities and how to describe their location within Spain.</li> <li>• Some important cultural landmarks in the Spanish-speaking world.</li> </ul> <p><i>Vocabulary:</i> está, el noreste, el sureste, el noroeste, el suroeste, cerca de, también, descansar, nadar, pasear, subir, visitar</p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>• Listening and selecting information from short audio passages to give an appropriate response.</li> <li>• Identifying key information in simple writing.</li> <li>• Using a range of language detective strategies to decode new vocabulary including context and text type.</li> <li>• Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> </ul> <p>Language Production:</p> <ul style="list-style-type: none"> <li>• Forming a question in order to ask for information.</li> <li>• Beginning to use conversational phrases for purposeful dialogue.</li> <li>• Rehearsing and recycling extended sentences orally.</li> <li>• Speaking in full sentences using known vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To feel confident to speak Spanish.</li> <li>• Appreciate similarities and differences between languages and cultures.</li> <li>• Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>• Reflect on own progress and aspire for highest quality possible.</li> </ul>

	<ul style="list-style-type: none"><li>• Creating and presenting a monologue, dialogue or role play.</li></ul>		<ul style="list-style-type: none"><li>• Speaking and reading aloud with increasing confidence and fluency.</li><li>• Creating and presenting a monologue, dialogue or role play.</li></ul>	
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage