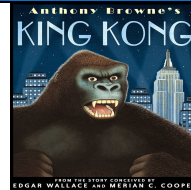


Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 5
TERM	Summer 2

QUALITY STIMULUS TEXT(S)



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.

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: <small>WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON? WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?</small>	LEARNING:		
		HEAD* <small>WHAT SUBSTANTIVE KNOWLEDGE SHOULD THE CHILDREN LEARN?</small>	HAND* <small>WHAT DISCIPLINARY KNOWLEDGE AND SKILLS SHOULD THE CHILDREN LEARN?</small>	HEART* <small>WHAT VALUES AND EMOTIONAL INTELLIGENCE CONCEPTS SHOULD THE CHILDREN DEVELOP?</small>
READING:	<p>Year 5:</p> <ul style="list-style-type: none"> • 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. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • No Ballet Shoes in Syria <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Sports Legends <p>Poetry:</p> <ul style="list-style-type: none"> • Fia and the Last Snow Deer <p>Comprehension:</p> <ul style="list-style-type: none"> • 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. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupils will develop respect by engaging thoughtfully with texts from different cultures, traditions, time periods and viewpoints, recognising the value of diverse voices and experiences. • Pupils will show respect during reading discussions, debates and presentations by listening carefully, responding appropriately and considering interpretations that may differ from their own. • Pupils will develop responsibility by taking ownership of their reading, applying strategies such as re-reading, self-correcting, annotating, questioning and clarifying meaning when texts become more complex. • Pupils will show responsibility by preparing carefully for discussions, performances, debates and presentations, using notes and textual evidence to support focused contributions. • Pupils will develop reflection by considering how authors use language, structure, figurative

	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • 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. • 	<p>language and vocabulary to shape meaning, mood, tension and the reader's response.</p> <ul style="list-style-type: none"> • Pupils will show reflection by comparing themes across texts, distinguishing between fact and opinion, and considering how texts influence readers' thinking and feelings. • Pupils will develop reflection by forming personal responses to texts and justifying their views with evidence, while refining their interpretations of characters, themes and authorial choices. • Pupils will develop resilience by tackling challenging texts with increasingly complex sentence structures, abstract themes and sophisticated vocabulary. • Pupils will show resilience by persevering when meaning is not immediately clear, using reading strategies and discussion to deepen their understanding. • Pupils will develop respect and reflection by empathising with characters, inferring thoughts, feelings and motives, and considering how writers create emotional responses in the reader. • Pupils will develop responsibility and resilience by reading widely for pleasure and information, building stamina, independence and confidence as readers.
--	---	---	--	---

	<p>maintaining a focus on the topic and using notes where necessary.</p> <ul style="list-style-type: none"> • 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, 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. 	<p>figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader.</p> <ul style="list-style-type: none"> • 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. <p><i>Vocabulary:</i> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p>		
--	---	---	--	--

<p>WRITING:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • 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). • 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. 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes. • Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Develop understanding of expanded noun phrases to convey complicated information concisely • Indicate degrees of possibility using modal verbs. • Develop understanding in using devices to build cohesion within a paragraph. • Use commas for clarity and to avoid ambiguity. • Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4). • Indicate parenthesis using brackets. <p><i>Vocabulary:</i> <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> • A Dilemma Narrative. <p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform:</p> <ul style="list-style-type: none"> • A Balanced Argument. <p>Handwriting:</p> <ul style="list-style-type: none"> • 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. <p>Composition:</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Pupils will show respect by listening carefully to one another's ideas, taking turns to speak and valuing the different stories, sentences and vocabulary choices shared by others. • Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices about words, punctuation and presentation. • Pupils will take responsibility when working with a partner or group by sharing ideas, helping others and contributing positively to writing tasks. • Pupils will develop reflection by reading back their own writing, noticing what they have done well and identifying simple ways to improve with support. • Pupils will use reflection to respond to feedback, edit their writing and begin to set small targets for improvement. • Pupils will show resilience by building confidence as writers, having a go at new vocabulary, sentence structures and spelling patterns, and continuing even when writing feels challenging. • Pupils will show resilience by learning that writing improves through practice, drafting, editing and trying again. • Pupils will develop a positive attitude towards writing by enjoying stories, poems and non-fiction texts, and using these as inspiration for their own writing. • Pupils will show respect and kindness when responding to the work of others, giving feedback in
------------------------	---	---	--	---

	<p>"Have you ever considered the impact of...?").</p> <p>Year 5:</p> <ul style="list-style-type: none">• Know that the sequence of the plot may be disrupted for effect, such as using a flashback to reveal key details.• Recognise that the opening and resolution should shape the story, ensuring a clear structure• Understand that structural features of narrative, such as repetition, can be used to create emphasis or build tension.• Identify that paragraphs should vary in length and structure to control pacing and engage the reader.• Know that sentence length and complexity should vary, with shorter sentences for impact and longer ones for detail.• Recognise that relative clauses add extra information about a noun, enhancing description and characterisation.• Understand that a wide range of subordinate conjunctions should be used to create varied and complex sentences.• Identify that embedded subordinate clauses can be used for emphasis or to condense information efficiently.• Know that figurative language, such as similes and personification, can enhance description and atmosphere.• Recognise that repetition can be used for effect, reinforcing key themes or emotions in the narrative.• Understand that precise vocabulary choices should reflect			<p>a supportive way and recognising the effort that has gone into each piece of writing.</p>
--	--	--	--	--

	<p>the intended impact on the reader and be appropriate for the genre.</p> <ul style="list-style-type: none"> • Identify that pronouns can be used to hide the doer of an action, creating suspense. • Know that expanded noun phrases add detail and specificity to descriptions. • Recognise that modal verbs can be used to indicate possibility or certainty within the story. • Understand that verbs can be modified using prefixes to alter meaning. • Identify that adjectives should be carefully selected to create a strong visual impact. • Know that a range of fronted adverbials should be used to structure sentences effectively. Recognise that adverbials of time, place, and number help to guide the reader through the narrative. • Understand that relative pronouns should be used to introduce relative clauses for additional detail. • Identify that brackets, dashes, and commas can be used for parenthesis, particularly in relative clauses. • Know that commas should be used to avoid ambiguity in complex sentences. 			
<p>MATHEMATICS:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: volume/capacity (l/ml). <p>Year 4:</p> <ul style="list-style-type: none"> • Convert between different units of measure. 	<ul style="list-style-type: none"> • 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. 	<p>Measurement (Area & Perimeter):</p> <ul style="list-style-type: none"> • 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 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 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. 	<p>square metres (m²) and estimate the area of irregular shapes.</p> <p>Measurement (Volume):</p> <ul style="list-style-type: none"> • Estimate volume and capacity. 	<ul style="list-style-type: none"> • 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. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.
--	--	--	--	--

		<ul style="list-style-type: none"> • 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: 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. 		
<p>SCIENCE:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • 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 	<p>Animals Including Humans:</p> <ul style="list-style-type: none"> • The humans stages of life are: <ul style="list-style-type: none"> - 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 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • 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 develop understanding following an enquiry. <p>Conclusions:</p> <ul style="list-style-type: none"> • Answer own and others' questions based on information gained from secondary sources. 	<p>Values: Value, Empathy, Respect, Individuality, Reflect</p> <ul style="list-style-type: none"> • 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

	<p>gather evidence to answer a scientific question.</p> <ul style="list-style-type: none"> 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 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. 	<p>may be hair loss or hair may turn grey.</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> <i>Infancy, childhood, adulthood, old age, gestation, puberty, hormones, physical changes, emotional changes, ageing</i></p>	<ul style="list-style-type: none"> 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. <p>Enquiry:</p> <ul style="list-style-type: none"> Look for patterns and relationships using a suitable sample. <p>Communicate:</p> <ul style="list-style-type: none"> Communicate findings to an audience using relevant scientific language and illustrations. 	<p>diverse ways in which their peers experience growth and development.</p> <ul style="list-style-type: none"> 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.
<p>ART:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> 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. 	<p>Sculpture:</p> <ul style="list-style-type: none"> 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. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> 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 	<p>Values: Individuality, Value. Respect, Aspire, Reflect, Share</p> <ul style="list-style-type: none"> Students can express their individuality through the unique surface patterns and textures they add to their sculptures, making each piece different and special.

	<ul style="list-style-type: none"> • Use covering materials such as Modroc or modelling clay to cover an armature. • Use surface patterns and texture to add visual interest. <p>Year 5:</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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. <p>Significant People Ron Nagle:</p> <ul style="list-style-type: none"> • makes small, colourful sculptures. • inspired by pottery, cartoons, and music. • uses bold colours and smooth shapes to make his sculptures look fun and unusual. <p><i>Vocabulary:</i> slab, join, slip, scoring, fold, carve, form, finish, surface, smooth, paint, glaze</p>	<p>others through clear and well explained annotations</p> <ul style="list-style-type: none"> • 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. <p>Responding to Art:</p> <ul style="list-style-type: none"> • 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. <p>Sculpture:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 promoting appreciation of each other's work.
--	---	---	--	---

<p>COMPUTING:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> 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. 	<p>Kapow Computing Scheme:</p> <p>Stop Motion Animation (Lessons 4 – 5):</p> <ul style="list-style-type: none"> 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. <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"> 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. 	<p>Values: Respect, Individuality, Value, Reflect, Entrust, Share, Democracy, Aspire</p> <ul style="list-style-type: none"> 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.
--------------------------	---	--	--	--

<p>DT:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> 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. <p>Year 5:</p> <ul style="list-style-type: none"> 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. 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. 	<p>Cooking & Nutrition – UK Summertime (Lessons 4 – 6):</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"> 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. Examples of food processing: drying, freezing, canning, juicing, and pasteurising. Many BBQ ingredients, such as herbs and spices are processed. <p><i>Vocabulary:</i> <i>seasonality, ingredients, processed, barbecue, grill, skewer, marinade, herb, spice</i></p>	<p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> 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. <p>Designing:</p> <ul style="list-style-type: none"> 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. 	<p>Values: Individuality, Entrust, Empathy</p> <ul style="list-style-type: none"> 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.
-------------------	---	--	--	---

	<ul style="list-style-type: none"> • 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. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. • Identify the strengths and areas for development in their ideas 		<ul style="list-style-type: none"> • 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. <p>Making:</p> <ul style="list-style-type: none"> • 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. 	
--	---	--	--	--

	<p>and products, making clear links to the design criteria.</p> <ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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. <p>Evaluating:</p> <ul style="list-style-type: none"> • 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. 	
<p>GEOGRAPHY:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • 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. 	<p>A Changing World (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • 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: 	<p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> • 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?’ <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> • Establish whether the geographical questions posed, the methods used, and the answers found are valid. <p>Communicate Geographical Information:</p>	<p>Values: Entrust, Aspire</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Choose the best way to collect information needed and decide the most appropriate units of measure. 	<ul style="list-style-type: none"> extreme weather conditions, rising sea levels, loss of biodiversity, and an impact on agriculture. <ul style="list-style-type: none"> Reducing your carbon footprint can improve the impact on climate change. <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>	<ul style="list-style-type: none"> Find possible answers to their own geographical questions. Choose the best way to collect information needed and decide the most appropriate units of measure. 	
HISTORY:	<p>Year 5:</p> <ul style="list-style-type: none"> 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 	<p>The Anglo Saxons Vs The Vikings (Lessons 4 -6):</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> <i>explorers, traders, Scandinavia, chronicles, society, hierarchy, raid, pagan, monastery</i></p>	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> 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. <p>Cause & Consequence:</p> <ul style="list-style-type: none"> 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. <p>Change & Continuity:</p> <ul style="list-style-type: none"> 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. <p>Chronology:</p> <ul style="list-style-type: none"> Establish clear narratives within and across the periods studied. 	<p>Values: Reflect, Value, Individuality</p> <ul style="list-style-type: none"> 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.

	<p>on a timeline using dates accurately.</p> <ul style="list-style-type: none"> • Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) • 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. 		<ul style="list-style-type: none"> • 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.) <p>Historical Significance:</p> <ul style="list-style-type: none"> • 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. <p><i>Suggested Sources:</i></p> <ul style="list-style-type: none"> • <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> 	
--	---	--	--	--

<p>MUSIC:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> 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. 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. 	<p>Kapow Music Scheme:</p> <p>Musical Theatre:</p> <ul style="list-style-type: none"> 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 between sections of the musical action. <p><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></p>	<ul style="list-style-type: none"> 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. 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. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> 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. 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.
----------------------	---	--	--	---

				<ul style="list-style-type: none"> • 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.
<p>PE:</p>	<p>Years 3 & 4:</p> <ul style="list-style-type: none"> • Technique improves accuracy and consistency. • Field placement affects outcomes. • Communication supports team organisation. • Anticipation improves catching and retrieving. • Decision-making affects batting success. • Team roles contribute to overall performance. • Develop batting, bowling and fielding techniques with increasing consistency and accuracy. • Apply tactical decisions about where to strike and how to field effectively. • Evaluate batting, bowling and fielding effectiveness and refine performance through feedback. • Sustain concentration and resilience during gameplay. 	<p>Cricket</p> <p>Learn that:</p> <ul style="list-style-type: none"> • Tactical placement creates scoring opportunities. • Anticipation improves fielding success. • Decision-making affects risk and reward. • Different striking techniques create different outcomes. • Team strategy affects attacking and defensive success. • Communication and leadership improve organisation. <p><i>Vocabulary:</i> <i>striking, fielding, bowling, wicket, tactical placement, scoring opportunity, anticipation, risk and reward, striking technique, team strategy, leadership, self-regulation</i></p>	<ul style="list-style-type: none"> • Refine striking and fielding skills fluently under pressure and across different game situations. • Adapt striking and fielding tactics strategically according to opponents and gameplay situations. • Analyse tactical and technical performance critically and adapt strategies independently. • Demonstrate leadership, sportsmanship and self-regulation during competitive situations. 	<ul style="list-style-type: none"> • Pupils will show respect by demonstrating sportsmanship during competitive situations, recognising the efforts of teammates and opponents. • Pupils will show respect by communicating constructively, listening to others' ideas and supporting fair play during cricket activities. • Pupils will develop responsibility by making thoughtful decisions about risk and reward when batting, fielding and responding to game situations. • Pupils will develop responsibility by taking on leadership roles, helping to organise their team and contributing positively to attacking and defensive strategies. • Pupils will use reflection by analysing their tactical and technical performance and identifying how to improve their striking, bowling and fielding. • Pupils will use reflection by adapting strategies independently in response to opponents, feedback and changing gameplay situations. • Pupils will build resilience by maintaining focus, self-regulation and effort when playing under pressure.

				<ul style="list-style-type: none"> Pupils will build resilience by responding positively to mistakes, setbacks and competitive challenges, using them to refine performance.
RE:	<p>Year 5:</p> <ul style="list-style-type: none"> 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. 	<p>What is religious art?</p> <ul style="list-style-type: none"> 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. <p>Significant People</p> <p>Edward Burne-Jones:</p> <ul style="list-style-type: none"> A famous painter and member of the Pre-Raphaelites. Designed the stained-glass windows in Birmingham Cathedral. <p>William Holman Hunt:</p> <ul style="list-style-type: none"> A famous painter and member of the Pre-Raphaelites. Painted "The Light of the World" which depicts Jesus. <p>He Qi:</p>	<p>Learning About Religion & Beliefs:</p> <ul style="list-style-type: none"> 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. <p>Learning From Religion & Beliefs:</p> <ul style="list-style-type: none"> 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. 	<p>Values: Respect, Reflect, Empathy, Share, Aspire, Love, Entrust, Individuality, Value</p> <ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> • A Christian Chinese artist. • Combines modern and Chinese folk art to make Christian art. <p><i>Vocabulary:</i> <i>architecture, mosque, cathedral, numinous, stained-glass, painting, symbols, meaning, legacy, heritage</i></p>		
RHW:	<p>Year 3:</p> <ul style="list-style-type: none"> • Understand that change and loss, including death, can affect feelings. • Explore ways of expressing and managing grief and bereavement. <p>Year 4:</p> <ul style="list-style-type: none"> • About the different ways to pay for things and the choices people have about this. • To recognise that people have different attitudes towards saving and spending money • What influences people’s decisions. • What makes something 'good value for money'. • To recognise that people make spending decisions based on priorities, needs and wants. • Different ways to keep track of money. • To recognise positive things about themselves and their achievements. • Set goals to help achieve personal outcomes. • That there is a broad range of different jobs/careers that people can have. • That people often have more than one career/type of job during their life. • About some of the skills that will help them in their future careers 	<p>My Happy World: Economic Wellbeing</p> <p>Learn:</p> <ul style="list-style-type: none"> • To recognise that people make spending decisions based on priorities, needs and wants. • About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. • About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. • To identify the ways that money can impact on people’s feelings and emotions. • To recognise positive things about themselves and their achievements. • Set goals to help achieve personal outcomes. • Different ways to keep track of money. • To recognise that people have different attitudes towards saving and spending money. • What influences people’s decisions. • What makes something 'good value for money'. <p><i>Vocabulary:</i></p>	<p>My Happy World: Economic Wellbeing</p> <ul style="list-style-type: none"> • Make informed decisions about spending and saving money based on needs, wants, and priorities. • Identify and manage risks associated with money, including loss, theft, and gambling-related activities. • Evaluate whether a purchase represents good value for money. • Use simple methods to keep track of money and spending. • Recognise how money can influence emotions, choices, and wellbeing. • Identify factors that influence financial decisions. • Recognise and celebrate their own strengths and achievements. • Set realistic goals and identify actions needed to achieve them. • Reflect on financial choices and consider their potential consequences. 	<p>My Happy World: Economic Wellbeing</p> <ul style="list-style-type: none"> • Pupils will demonstrate responsibility by making thoughtful financial decisions and understanding the risks associated with money. • Pupils will reflect on their spending choices, personal achievements, and the factors that influence their decisions. • Pupils will develop resilience by setting goals, managing setbacks, and making positive choices that support their future wellbeing and aspirations.

	<p>e.g. teamwork, communication and negotiation.</p> <ul style="list-style-type: none"> To identify the kind of job that they might like to do when they are older. 	<p><i>money, cash, spending, priorities, needs, wants, budget, risk, safe, stolen, passwords</i></p>		
<p>SPANISH:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> 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. 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. 	<p>Kapow Spanish Scheme:</p> <p>Saving South America:</p> <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> How to use <i>más</i> or <i>menos</i> que to make comparisons, e.g. <i>Hay menos glaciares que antes – There are fewer glaciers than before.</i> <p>Cultural Awareness</p> <p>To know:</p> <ul style="list-style-type: none"> Key geographical features of the South American continent. Global environmental problems affecting South America. <p><i>Vocabulary:</i> <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></p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> 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. <p>Language Production:</p> <ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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.