



## Billingshurst Primary School Yearly Curriculum Plan: Year 5

Subject	Autumn		Spring	Summer
School values	<b>Kindness:</b> equality, care, respect.		<b>Love of Learning:</b> excellence, ambition, pride in ourselves and our school, curiosity.	<b>Happiness:</b> trust, safety, positivity, responsibility.
Learning skills These will be taught throughout the year and are not linked to any particular term.	Be curious	Be creative	Be resilient	Be a team player
	Question Research Explore Evaluate Make decisions	Imagine Take risks Invent Experiment Adapt	Persevere Self-assess and improve Manage feelings Set goals Solve problems	Share Communicate and listen Support each other Reach agreements Learn from others
Topic/Theme	Visitors		From the Norse	The Quest
Learning experiences:	Virtual reality space workshop Trip to Buddhist temple Brighton		Trip to Butser farm Safer Internet Day – 9 <sup>th</sup> February 2021	Local Field work
Core Texts to support topic/theme	The Lost Thing- Shaun Tan Skellig – David Almond The Highwayman - Alfred Noyes Cosmic – Frank Cottrell Boyce The Jamie Drake Equation – Christopher Edge Willow Pattern Story – Allan Drummond		Beowulf Odd and the Frost Giants – Neil Gaiman Viking Boy – Tony Bradman The Time-Travelling Cat and the Viking Terror – Julia Jarman Norse Myths – Kevin Crossley-Holland A Thousand Year Old Boy- Ross Welford	The Girl of Ink and Stars – Kiran Millwood Hargrave Kensuke's Kingdom – Michael Morpurgo Survivors – David Long Scavengers – Darren Simpson The Island at the End of Everything - Kiran Millwood Hargrave Pax – Sara Pennypacker Fly by Night – Frances Hardinge

<b>English</b>	<p>All writing opportunities will be based on the 4 main purposes of writing: <b>to persuade, to inform, to entertain and to explain</b>. Writing opportunities will be equally based on using the core text as a stimulus, and also writing that comes as a result of learning in foundation subjects.</p> <p>The audience for each piece of writing will differ in order that children to show they can adapt the voice of their writing accordingly.</p> <p>Reading skills will be taught in English lessons when accessing core texts and also in Book Talk. Grammar teaching will be threaded throughout all reading and writing tasks in order to minimise the amount of explicit grammar sessions.</p>		
	<p><b>Writing composition</b></p> <p><b>Plan their writing:</b> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><b>Draft and write:</b> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Precise longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]</p> <p><b>Evaluate and edit:</b> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>		
	<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>• To entertain: A description of the Lost Thing character</li> <li>• To entertain: Description of a character entering the shed</li> </ul>	<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>• To inform: Children to write a letter or diary entry in role as a Viking or a monk at the first Viking raid on the monastery at Lindisfarne</li> <li>• Poetry: Monster poems about Norse creatures</li> </ul>	<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>• To inform: Children to write non-chronological reports about the life cycles of chosen animals</li> <li>• Poetry: Using a desert Island or shipwreck as a stimulus</li> </ul>

	<ul style="list-style-type: none"> <li>To entertain: Children to create their own character who needs to enter a setting</li> <li>To inform: Children to write a script for a documentary news show on a space discovery event of their choice (e.g. first moon landing or one from their own imagination) including an interview with a key figure</li> <li>Narrative: Retell the story of the Highwayman from a different character's perspective</li> <li>To entertain: journal written from the perspectives of different characters recounting what takes place after the poem is over</li> </ul>	<ul style="list-style-type: none"> <li>To entertain: Setting description for King Hrothgar's feast and Grendel's visit</li> <li>Narrative: Write a narrative about defeating their own monster that can be shared with parents/carers around the fire</li> <li>To inform and entertain: Children to produce their own journal/scrapbook of experiences of outdoor learning e.g. instructions for starting a fire, building a shelter, poetry based on nature observations etc.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative: A quest story told from different characters in the style of Pax</li> <li>To persuade: Who would you take on a quest? Children can choose real life characters/ animal or story/film characters</li> <li>To persuade: Children write an argument about a local issue that would mean they would have to give reasons for and against and a concluding opinion e.g. something is going to be built on their school field</li> </ul>
<b>Maths</b>	Number: Place value Number: Addition and Subtraction Statistics Number: Multiplication and Division Perimeter and Area Number: Multiplication and Division	Number: Multiplication and Division Fractions Number: Decimals and percentages Number: Decimals	Number: Multiplication and Division Number: Fractions Geometry: Position and direction Geometry: Properties of Shape Measurement: Converting units Measurement: Volume
<b>Science</b>	<u><b>Earth and Space</b></u> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the Solar system</li> <li>Describe the movement of the moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the</li> </ul>	<u><b>Properties and changes of materials</b></u> <ul style="list-style-type: none"> <li>compare and group together every day materials according to their properties:</li> <li>hardness, solubility transparency conductivity (electrical and thermal) and their response to magnets</li> <li>Know that some materials will dissolve in liquid to form a solution</li> </ul>	<u><b>Living Things and their habitats-</b></u> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>

	<p>apparent movement of the Sun across the sky.</p> <p><b>Skills</b></p> <p><b>Identifying scientific evidence that has been used to support or refute ideas or arguments.</b></p> <p>Identify scientific evidence they have used in drawing conclusions</p> <p>Draw straightforward conclusions from data presented in various formats</p> <p>Use scientific ideas when describing simple processes or phenomena</p> <p><b>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</b></p> <p>Use scientific and mathematical conventions when communicating information or ideas</p>	<p>and describe how to recover this substance from a solution.</p> <ul style="list-style-type: none"> <li>• Use knowledge of solids, liquids and gasses to decide how mixtures might be separated including: filtering, sieving and evaporating.</li> <li>• Use fair testing to give reasons for the particular uses of everyday materials</li> <li>• Demonstrate that dissolving mixing and changes of state are reversible changes.</li> <li>• Explain that some changes (irreversible) result in the formation of new materials.</li> </ul> <p><b>Skills:</b></p> <p><b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b></p> <ul style="list-style-type: none"> <li>○ Select appropriate equipment or information sources to address specific questions or ideas under investigation</li> <li>○ Decide when it is appropriate to carry out fair tests in investigations</li> </ul>	<p><b>Skills</b></p> <p><b>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</b></p> <ul style="list-style-type: none"> <li>○ Use scientific and mathematical conventions when communicating information or ideas</li> <li>○ Use appropriate scientific forms of language to communicate scientific ideas, processes or phenomena</li> </ul> <p><b>Identifying scientific evidence that has been used to support or refute ideas or arguments.</b></p> <ul style="list-style-type: none"> <li>○ <b>Identify scientific evidence they have used in drawing conclusions</b></li> <li>○ Draw straightforward conclusions from data presented in various formats</li> <li>○ Use scientific ideas when describing simple processes or phenomena</li> </ul>
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	<p>Use appropriate scientific forms of language to communicate scientific ideas, processes or phenomena</p> <p><b><u>Forces and a focus on famous scientists</u></b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</li> <li>Recognise that some mechanism including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul> <p>Skills:</p> <p><b>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</b></p> <p>Make sets of observations or measurements, identifying the ranges and intervals used</p> <p><b>Understanding the applications and implications of science:</b></p>	<p><b>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</b></p> <ul style="list-style-type: none"> <li>Select appropriate ways of presenting scientific data</li> </ul> <p><b>Using test results to make predictions to set up further comparative and fair tests</b></p> <ul style="list-style-type: none"> <li>Identify patterns in data presented in various formats, including line graphs</li> <li>Suggest improvements to their working methods, giving reasons</li> </ul>	<p><b><u>Animals, including humans-</u></b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <p><b>Skills</b></p> <p><b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b></p> <ul style="list-style-type: none"> <li>Select appropriate equipment or information sources to address specific questions or ideas under investigation</li> <li>Decide when it is appropriate to carry out fair tests in investigations</li> </ul> <p><b>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</b></p> <ul style="list-style-type: none"> <li>Use scientific and mathematical conventions when communicating information or ideas</li> </ul>
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	<p>Describe some simple positive and negative consequences of scientific and technological developments</p> <p>Recognise applications of specific scientific ideas</p> <p>Identify aspects of science used within particular jobs or roles</p>		<ul style="list-style-type: none"> <li>○ Use appropriate scientific forms of language to communicate scientific ideas, processes or phenomena</li> </ul> <p><b>Identifying scientific evidence that has been used to support or refute ideas or arguments.</b></p> <ul style="list-style-type: none"> <li>○ <b>Identify scientific evidence they have used in drawing conclusions</b></li> <li>○ Draw straightforward conclusions from data presented in various formats</li> <li>○ Use scientific ideas when describing simple processes or phenomena</li> </ul>
<b>History</b>	<p>the achievements of the earliest civilizations an overview of where and when the first civilizations appeared AND an in depth study of:</p> <p><b><u>Ancient Egypt</u></b></p> <p><b><u>Skills</u></b></p> <p><b><u>Chronological understanding</u></b></p> <p>Place current study on a time line in relation to previous learning. Represent periods of continuity and change on a time line.</p> <p>Describe the main changes in the period of history using terms such as social, religious, political, technological and cultural</p> <p><b><u>Historical Enquiry</u></b></p>	<p><b><u>Britain's settlement by Anglo-Saxons and Scots</u></b></p> <p><u>This could include:</u></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England</u></b></p>	

	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>Historical knowledge and interpretation</u></p> <p>Make links to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences.</p> <p>Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these decisions.</p> <p><u>Communication</u></p> <p>Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology, continuity, century, decade and legacy.</p> <p><u>Historical enquiry skills</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of world history.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed</p>	<p><b><u>to the time of Edward the Confessor</u></b></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology, continuity, century, decade and legacy</li> <li>• Use dates accurately in describing events.</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Use a variety of ways to communicate knowledge and understanding including extended writing</li> </ul> <p><u>Historical knowledge and interpretation</u></p>	
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	from a range of sources.	<ul style="list-style-type: none"> <li>Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these decisions</li> </ul> <u>On-going skills</u> <ul style="list-style-type: none"> <li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul>	
<b>Geography</b>	<p><b><u>Locational knowledge</u></b> - Based on the poem <b>The Highwayman</b> by Alfred Noyes. The Highwayman is escaping the country and must find a safe place to hide. Children will locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Skills</b> Use maps, atlases (OS) and globes to locate countries and describe features studied</p> <p><b>Skills</b> - Use the eight points of a compass and six figure grid references, symbols</p>	<p><b><u>Place Knowledge - This will be taught through out Viking topic.</u></b></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region in a <b>European country (Norway – cross-curricular link to our history focus, The Vikings)</b></p> <p><b>Skills</b> Use maps, atlases (OS) and globes to locate countries and describe features studied</p> <p><b>Knowledge</b> Name and locate the world's <b>countries focus on Europe</b> (including the location of Russia) with a focus on Norway. And their major cities.</p>	<p><b><u>Locational knowledge</u></b> - We will be using our class read of Kensuke's Kingdom to introduce this area of Geography. Use maps to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Skills -</b></p> <p>Use maps, atlases (OS), and globes to locate countries and describe features studied</p> <p>Identify their geographical regions, human and physical characteristics,</p>



	and keys to build their knowledge with a specific focus on Europe including Russia.	<b><u>Human and Physical geography -</u></b> describe and understand key aspects of human geography, including: <b>types of settlement and land use</b> , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>Linked to settlement-</b> Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods recapping sketch (Y3), maps, plans (Y4) and focus on teaching the use of graphs.	
Art and Design	<b><u>Monochromatic Painting: Tint, shade, tone</u></b> <b>Link to: The Lost Thing - Shaun Tan</b> <b>Artist: Jasper Johns and Peter Blake</b> <ul style="list-style-type: none"> <li>I can carry out preliminary studies, trying out different media, materials and mixing appropriate colours (tint, shade, tone)</li> <li>I can show an awareness of how paintings are created, primarily through the study of the work of other artists</li> <li>I can begin to develop an awareness of composition, e.g. foreground, middle ground and background</li> <li>I can develop a painting from drawing, sketching lightly to combine line and colour.</li> </ul>	<b>Theme: Man-made Forms - Link to Science (hardness transparency, conductivity)</b> <b>Artists / Architectural designers: Thomas Heatherwick &amp; Zahara Hadid</b> <b><u>Observational drawing</u></b> – based on the buildings of the above designers <ul style="list-style-type: none"> <li>I can make different marks, lines, patterns and shapes within drawing using a range of drawing media</li> <li>I can use different techniques for different purposes e.g shading, hatching within own work</li> <li>I can develop my own style using tonal contrast and mixed media</li> <li>I can use drawing as an outset method in the preparation of extended or larger pieces of work. (3D project)</li> <li>I can use a variety of techniques to add interest: e.g. reflections, shadows, direction of sunlight.</li> </ul>	<b><u>Digital Media (Linked to geography and computing)</u></b> <b>Multimedia layered maps</b> <ul style="list-style-type: none"> <li>I can record, collect and store images using digital cameras and video recorders</li> <li>I can present visual images using software eg photostory, PowerPoint</li> <li>I can use a graphics package to create and manipulate the images collected and recorded</li> <li>I can import an image (scanned, retrieved, taken) into a graphics package</li> <li>I can understand that a digital image is created by layering</li> <li>I can create layered images from original ideas (sketch books)</li> </ul>

	<ul style="list-style-type: none"> <li>• I can mix colours tones and tints to enhance the mood of a piece.</li> <li>• I can create imaginative work from a variety of sources e.g. Inspiration for The Lost Thing – Shaun Tann</li> </ul>	<p><b><u>Printing –continuation of Man-made forms</u></b></p> <ul style="list-style-type: none"> <li>• I can create a relief printing block – collograph</li> <li>• I can print with two overlays</li> </ul> <p><b><u>3D/ sculpture Environmental Architecture</u></b></p> <ul style="list-style-type: none"> <li>• I can plan a sculpture through drawing and other preparatory work</li> <li>• I can shape, model and construct from observation and imagination</li> <li>• I can use recycled and man-made materials to create sculptures</li> <li>• I can combine visual and tactile qualities.</li> </ul>	
Computing	<p><b>Copyright and plagiarism</b>  <a href="https://www.stem.org.uk/resources/community/collection/362373/ks2-digital-literacy">https://www.stem.org.uk/resources/community/collection/362373/ks2-digital-literacy</a></p> <p><b>Email- sending and receiving using Gmail.</b>  o Send and receive emails including attachments.</p> <p><b><u>E-safety</u></b>  Identify a range of ways to report concerns about content out of school, including tablets and phones.  Be aware of the possible implications of sharing or downloading copyrighted materials, the effect of online comments, the potential risks of your digital footprint and what happens to personal data and</p>	<p><b><u>Coding</u></b>  Use variables to design and create programs for a range of purposes. These should include: IF THEN ELSE conditions, specified degrees of rotations, changed position of objects between screen layers (send to back, bring to front), uploaded and edited sound. Control events using the broadcast function.  Scratch  Variables  Maze game- if then/ touching  Colour and touching sprite</p> <p><b>Multimedia</b>  Animators  MS Paint- copy, flip, rotate  Image sizes- video, how data is stored.</p>	<p><b><u>Data handling</u></b></p> <ul style="list-style-type: none"> <li>• Use search engines, using filters, ‘and’, ‘or’ and ‘not’.</li> <li>• Understand how simple networks are set up. (guided tour of school student drive).</li> <li>• Enter data and formulae into cells, modify the data and formula, make predictions and check results in a spreadsheet software package. Present results using a combination of software to achieve a given goal.</li> </ul> <p><b><u>(link to Science – growth data and centiles charts)</u></b></p>

	<p>how to protect it, including protecting other people's personal data.</p> <p><b><u>Coding</u></b></p> <p>Use variables to design and create programs for a range of purposes. These should include: IF THEN ELSE conditions, specified degrees of rotations, changed position of objects between screen layers (send to back, bring to front), uploaded and edited sound. Control events using the broadcast function.</p> <p>Code.org</p> <p>Unit C</p> <p>Repetition, maze loops, X and Y axis.</p> <p>Go to (0,0)</p>	<p><a href="https://www.bbc.com/bitesize/clips/z3s3r82">https://www.bbc.com/bitesize/clips/z3s3r82</a></p> <p>Object based graphics using PowerPoint (copy/ paste/ rotate/ flip/ group)</p> <p><b><u>Basic keyboard skills</u></b></p> <ul style="list-style-type: none"> <li>o Use keyboard shortcuts for a variety of programs, including internet browsers.</li> <li>o Use video editing software to import and edit video for a given goal.</li> <li>o Combine different forms of multimedia in an overall presentation (e.g. narration, sound effects, music).</li> </ul>	
Design technology	<p><b>Design and technology objectives</b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>		

	<ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, <u>including construction materials, textiles and ingredients</u>, according to their functional properties and aesthetic qualities</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>		
	<p><b><u>Textiles</u></b> The children make an item of their choice (cushion, bag, pencil case) with a space theme - they create a 'planet' image with brusho then applique materials onto this before joining together</p> <ul style="list-style-type: none"> <li>• Create objects that employ a seam allowance.</li> <li>• Join textiles, using recycled clothing or material with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul>	<p><b><u>Materials and construction incorporating mechanics:</u></b> Children to create their own 'mythical beast' based moving toy. This will move using cams.</p> <ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</li> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding)</li> </ul> <p><b><u>Technical knowledge (Mechanics)</u></b></p> <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b><u>Cooking:</u></b> <b>Children design their own energy/healthy smoothie with yoghurt (micro-biotic)</b></p> <ul style="list-style-type: none"> <li>• Introduction to the importance of correct storage and correct ingredients, using knowledge of micro-organism. For example: preserves, pickling, bottling, freezing.</li> <li>• Measure accurately, with support, and calculate ratios of ingredients to scale up or down from recipe.</li> <li>• Create and refine recipes including ingredients, methods, cooking times and temperatures.</li> </ul>
Languages	<p><b><u>Listening and comprehension</u></b> Introducing family members, also recap greetings, family vocab Ma Famille song</p>	<p><b><u>Reading and comprehension skills</u></b> Read and translate poem "Mon velo est blanc"</p>	<p><b><u>Writing skills</u></b> Describe people, places, things and actions orally and in writing Skills</p>

	<p>Skills</p> <p>Speaking And listening</p> <p>Have a conversation about my hobbies, likes and dislikes</p> <p>MFL Song</p> <ul style="list-style-type: none"> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>- present ideas and information orally to a range of audiences*</li> </ul> <p>describe people, places, things and actions orally* and in writing</p> <ul style="list-style-type: none"> <li>- Write words, phrases and short sentences, using a reference</li> </ul> <p><u>Speaking</u></p> <p><u>And listening</u></p> <p>Have a conversation about my hobbies, likes and dislikes</p> <p>MFL Song;</p> <p>Skills</p> <ul style="list-style-type: none"> <li>- Write words, phrases and short sentences, using a reference</li> <li>- Make simple sentences and short texts</li> <li>- Re-read frequently a variety of short texts</li> </ul>	<p>Make a personal poster _jáme, je náíme pas... about food and drink Intercultural understanding</p> <p>Skills</p> <ul style="list-style-type: none"> <li>- Write words, phrases and short sentences, using a reference</li> <li>- Make simple sentences and short texts</li> <li>- Re-read frequently a variety of short texts</li> <li>- Recognise some further aspects of their everyday lives from the perspective of someone from another country preferences.</li> </ul> <p><u>Intercultural understanding</u></p> <p>Skills</p> <ul style="list-style-type: none"> <li>- Recognise some further aspects of their everyday lives from the perspective of someone from another country</li> </ul>	<ul style="list-style-type: none"> <li>- Write words, phrases and short sentences, using a reference</li> <li>- Make simple sentences and short texts</li> </ul> <p><u>Writing skills</u></p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar</p> <p>Skills –</p> <ul style="list-style-type: none"> <li>- Recognise some further aspects of their everyday lives from the perspective of someone from another country preferences.</li> </ul>
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<p>Music</p>	<p>Project focus: Singing</p> <p>Charanga: use 'Freestyle' and 'Sing' sections for songs appropriate to topic: <b>Benjamin Britten</b></p> <p>New Vocabulary/ Themes: Lyrics, melody, purpose, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, cultural context.</p> <p><b><u>Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. To perform song(s) as part of an ensemble and as a solo.</li> <li>2. To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years.</li> </ol> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</li> </ul>	<p>Project focus: Keyboard instrument: glockenspiels</p> <p>Charanga: Glockenspiel Stage 1</p> <p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• To play the glockenspiel using the correct technique.</li> <li>• To play a simple 2 part piece with tune and accompaniment (drone).</li> <li>• Play simple tunes/rhythms from a written score.</li> </ul> <p><b><u>Skills</u></b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</li> <li>• I can play instruments using the correct technique with respect. Focus</li> </ul>	<p>Project focus: composition and notation</p> <p>Vocabulary: quaver, crotchet, dotted crotchet, minim, semibreve, rest</p> <p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• To recognise the symbols for quaver, crotchet, minim, semibreve, rest.</li> <li>• Compose a piece of music for a purpose.</li> <li>• Record a simple composition using either standard notation for rhythm or pitch</li> </ul> <p><b><u>Skills:</u></b></p> <p>Develop a deeper understanding of the history of music (Composers and Musicians) eg. Medieval 800-1400, Renaissance 1400-1600, Baroque 1600-1750, Classical 1750-1820, Romantic 1820-1910, Modern 1910 – present.</p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</li> <li>• describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> <li>• Sing or play from memory with confidence.</li> <li>• Sing or play expressively and in tune.</li> <li>• Perform in solo or ensemble with controlled breathing (voice) and awareness of others.</li> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of purpose, timbre and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• on keyboard instruments including, Glocks, xylophones etc.</li> <li>• Create rhythmic patterns with an awareness of purpose, timbre and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• develop an understanding of the history of music.</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• use and understand staff and other musical notations</li> <li>• Sing or play from memory with confidence.</li> <li>• Sing or play expressively and in tune.</li> <li>• Sustain a drone (sustained note) or a melodic ostinato (repeating pattern) to accompany singing.</li> <li>• Perform in solo or ensemble with controlled breathing (voice) and awareness of others.</li> <li>• Create rhythmic patterns with an awareness of purpose, timbre and rhythm.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Use drones (sustained notes) and melodic ostinato (repeated patterns) based on the pentatonic scale.</li> <li>• Use the standard musical notation of quaver, crotchet, dotted crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> </ul>
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<b>Aim of PE</b>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.		
<b>PE: outdoors</b>	<p><b>Basketball</b> Recap and refine dribbling and passing to create attacking opportunities · Develop marking · Refine shooting · Refine attacking skills, passing, dribbling and shooting introduce officiating</p> <p><b>Football</b> Recap and refine dribbling and passing to maintain possession · Introduce defending · Develop defending · Develop shooting · Refine attacking skills, passing, dribbling and shooting, introduce officiating</p>	<p><b>Handball</b> Invasion: Handball Consolidate passing and receiving · Explore the function of other passes · Develop defending · Develop passing and creating space, introduce officiating · Refine shooting <b>Cricket</b> Refine batting, understand and develop batting tactics · Refine bowling, understand and develop bowling tactics · Refine fielding stooping, catching and throwing · Combine bowling and fielding creating and applying tactics. Introduce umpiring and scoring</p>	<p><b>Athletics: Running</b> Explore running for speed · Develop running for speed · Introduction relay; running for speed in a team · Develop relay running for speed in a team · Explore running for distance · Understand and apply tactics when running for distance</p> <p><b>Athletics: Throwing</b> · Throwing accuracy vs distance · Throwing for distance; javelin · Throwing for distance; shot put · Throwing for distance; discus</p>
<b>PE: indoors</b>	<p><b>Health Related Exercise</b> Health Related Exercise · Initial Fitness Assessment · Cardio Fitness 1 · Flexibility · Strength · Cardio Fitness 2 · Fitness Assessment</p> <p><b>Dance</b> Exploring society in the 19th Century · Developing character movements linked to 19th Century Prejudices · Creating movements to represent different characters and performers in a 19th Century circus · Extending our Performance incorporating props and apparatus linked to the variety of performers</p>	<p><b>Gymnastics: Counter Balance and tension.</b> Introduction to counter balance · Application of counter balance learning onto apparatus · Sequence formation · Counter Tension · Sequence completion</p> <p><b>Problem Solving</b> · Benches and mats challenge · Round the clock card challenge · The pen challenge · The river rope challenge · Caving challenges</p>	<p><b>Athletics Competitions</b> · Level 1 Running · Level 1 Throwing · Level Jumping · Mini Olympics</p> <p><b>Outdoor Adventure Activities</b> Creating and applying simple tactics · Developing leadership · Developing communication as a team · Communicating as a team · Communicating to collaborate effectively as a team · Communicating to create defending and attacking tactics as a team</p>

PHSE	<u><b>New Beginnings</b></u> Empathy, self-awareness, social skills and motivation.	<u><b>Getting On and Falling Out</b></u> Empathy, managing feelings (with a focus on anger) and social skills.	<u><b>Going For Goals</b></u> Motivation and self-awareness.	<u><b>Good To Be Me</b></u> Self-awareness – feeling good about myself and taking sensible risks	<u><b>Relationships</b></u> Feelings within the context of our important relationships including family and friends and teaching loss – whether of a favourite possession, a friend, a family home, or a loved one.	<u><b>Changes</b></u> Identifying issues of change and equipping children with an understanding of different types of change, positive and negative, and common human responses to it.
RE	<u><b>Belonging Themes – figures who have an influence on others:</b></u> Such as Mother Theresa, Ghandi, Martin Luther King, Jesus, Muhammad, <b>Skills</b> <ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</li> </ul> Discuss and apply ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. <u><b>Learning about different faiths:</b></u> <b>Buddism</b> What is it like being a Buddhist? What are the origins of the religion? What is the place of worship and associated symbols and beliefs? What is the sacred text?		<u><b>Comparisons between faiths</b></u> Explore what different religions, Hindu, Islam, Judaism, believe happens after death. What do people of no faith believe? <ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</li> <li>Discuss and apply ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul> <u><b>Beliefs and Teachings</b></u> How do the beliefs influence actions? To be able to reflect on ideas of right and wrong and their own and others’ responses to them			

	<p>What festivals and celebrations take place?</p> <p>How do the main elements of Buddhism compare to Christianity?</p> <p>(This should include a visit to the place of worship:  <a href="https://meditateinbrighton.com/">https://meditateinbrighton.com/</a>)</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p>Pupils apply their own ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief A Rocha and Oxfam</p> <ul style="list-style-type: none"> <li>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</li> </ul>	
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