

# Curriculum Intent & Progression Document

## YEAR 5

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Class Teacher: Ms Sam Maw

### **Mission Statement**

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

### **Our Vision**

We are disciples who put our faith into action in all that we do.

We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

### **Our Gospel Virtues**

**To achieve our full Christian potential, we all need to live out our Gospel Virtues: -**

#### **Love**

A Christ-like love respects the talent of each person in our school.

#### **Faith**

Faith helps us to do God's will in this world.

#### **Hope**

Hope helps us to see a new life beyond our present one.

#### **Peace**

We know that if we love one another, peace will be all around us.

#### **Mercy**

We believe that mercy will be shown by the way we forgive others.

#### **Community**

We believe our community here unites us all as followers of Jesus.

# Curriculum Intent: YEAR 5 (2022-23)

## Year 5 English Reading

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Class Text: 'Private Peaceful' by Michael Morpurgo Poet Study; Wilfred Owen  'Literacy Shed + VIPERS' - 'Private Peaceful' by Michael Morpurgo	Class Text: 'The Snow Sister' by Emma Carroll  'Literacy Shed + VIPERS' - 'The Snow Sister' by Emma Carroll	Class Text: 'Cosmic' by Cotterall Brice  'Literacy Shed + VIPERS' - 'Cosmic' by Cotterall Brice	Class Text: 'The Boy who Biked the World Part 2' by Alistair Humphreys  'Literacy Shed + VIPERS' - 'The Boy who Biked the World Part 2' by Alistair Humphreys	Class Text: 'Windrush Child' by Benjamin Zephaniah  'Literacy Shed + VIPERS' - 'Windrush Child' by Benjamin Zephaniah	Class Text: 'Varjak Paw' by SF Said  'Literacy Shed + VIPERS' - 'Varjak Paw' by SF Said

### Reading Objectives

Children will:

- Know how to maintain positive attitudes to reading and understanding of what they read by:
  - Knowing how to continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Knowing how to read books that are structured in different ways and reading for a range of purposes
  - Knowing how to increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
  - Knowing how to recommend books that they have read to their peers, giving reasons for their choices
  - Knowing how to identify and discuss themes and conventions in and across a wide range of writing
  - Knowing how to make comparisons within and across books
  - Knowing a wider range of poetry by heart
  - Knowing how to 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
- Know how to understand what they read by:

- Knowing how to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - Knowing how to ask questions to improve their understanding
  - Knowing how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Knowing how to predict what might happen from details stated and implied
  - Knowing how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - Knowing how to identify how language, structure and presentation contribute to meaning
- Know how to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - Know how to distinguish between statements of fact and opinion
  - Know how to retrieve, record and present information from non-fiction
  - Know how to 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 views courteously
  - Know how to 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
  - Know how to provide reasoned justifications for their views

### Reading Statement

Children accessing the Year 5 curriculum will be taught reading comprehension through 'The Literacy Shed + VIPERS' materials. VIPERS stands for:

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Each of these comprehension strategies will be explicitly taught and practised using carefully chosen, high quality texts.

Each child accessing the Year 5 curriculum will be provided with a reading book which will be selected by the children from our extensive upper key stage 2 band of books and will be monitored closely by the class adults. Children will be expected to read across the whole range of books including fiction, non-fiction, poetry and classics etc. Adults will discuss the children's reading as part of the ongoing assessment for reading comprehension.

In addition, children will also be able to select books for reading for pleasure which is encouraged throughout the school.

Children working within the Year 3 and 4 curricula, will select reading books and books for pleasure from the lower key stage 2 band of books. They will be expected to read across the whole range and will be monitored and continuously assessed as above.

For children not yet able to access the KS2 curriculum, phonics, reading (decoding) and comprehension will be taught through our 'Fresh Start' Read, Write, Inc programme. This will include the provision of reading books to match their phonic level, however, these will not be the same as those in KS1; they will be age-appropriate.

In addition, children will also be able to select books for reading for pleasure from the KS1 resources and, if appropriate, from the LKS2 resources as detailed above.

As well as the books above, Year 5 has a specially curated 'book spine' of engaging age-related books which all members of the class are encouraged to read throughout the year, with awards for children who manage to read the entire spine within the year. The purpose of this is to further foster the love of reading in our children. The books are not meant to be read in any particular order and the texts are selected under the headings of 'Classic texts', 'Non-linear texts', 'Complexity of narrator', 'Figurative texts', 'Resistant texts' and 'Non-fiction' texts. The books in the Year 5 book spine are:

#### Classic Texts

Treasure Island by Robert Louis Stevenson

The Railway Children by E Nesbitt

The Secret Garden by F Hodgson

Black Beauty by Anna Sewell

#### Non Linear Texts

An Eagle in the Snow by Michael Murpurgo

When Hitler Stole Pink Rabbit by Judith Kerr

Set of Shakespeare Stories by William Shakespeare, Andrew Matthews and Tony Ross

#### Complexity of Author

The Boy at the Back of the Class by Onjali Rauf

A Series of Unfortunate Events by Lemony Snicket

The Girl who Speaks Bear by Sophie Anderson

#### Figurative Texts

Poems – Rudyard Kipling

Sky in the Pie – Roger McCough

How to Live Forever by Colin Thompson

#### Resistant Texts

Voices in the Park by Anthony Browne

### Non Fiction Texts

Guinness World Records compiled by Guinness World Records  
The Street Beneath my Feet by Charlotte Guillian  
A Child Through Time by Phil Wilkinson  
The Hidden Figures by Margot Lee Shetterley  
Matisse's Garden by Samantha Friedman  
There's a Boy in the Girl's Bathroom by Louis Sachar  
The Boy Who Swam with Piranhas by David Almond

### Spoken Language

Children will:

- Know how to listen and respond appropriately to adults and their peers
- Know how to ask relevant questions to extend their understanding and knowledge
- Know how to use relevant strategies to build their vocabulary
- Know how to articulate and justify answers, arguments and opinions
- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Know how to speak audibly and fluently with an increasing command of Standard English
- Know how to participate in discussions, presentations, performances, role play, improvisations and debates
- Know how to gain, maintain and monitor the interest of the listener(s)
- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Know how to select and use appropriate registers for effective communication

### English Writing

Non-fiction: Balanced argument – Should 18 year olds join the war effort?

Fiction: Mystery narrative inc. characters and settings work.  
Poetry: Free verse

Non-fiction: Explanation text

Non-fiction: Instructions – food prep, recipe

Fiction: Diary entry  
Poetry: Sonnets

Fiction: Legend/quest narrative inc. characters and settings work.

Persuasive letter					Non-fiction: Recount of boat trip down River Trent
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**Handwriting**

Children will:

- Know how to write legibly, fluently and with increasing speed by:
  - Knowing how to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - Knowing how to choose the writing implement that is best suited for a task.

**Grammar**

Children will:

- Know how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Know how to use passive verbs to affect the presentation of information in a sentence
- Know how to use the perfect form of verbs to mark relationships of time and cause
- Know how to use expanded noun phrases to convey complicated information concisely
- Know how to use modal verbs or adverbs to indicate degrees of possibility
- Know how to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Know how to indicate grammatical and other features by:
  - Knowing how to use commas to clarify meaning or avoid ambiguity in writing
  - Knowing how to use hyphens to avoid ambiguity
  - Knowing how to use brackets, dashes or commas to indicate parenthesis
  - Knowing how to use semi-colons, colons or dashes to mark boundaries between independent clauses
  - Knowing how to use a colon to introduce a list
  - Knowing how to punctuate bullet points consistently
- Know how to convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify
- Know how to use the verb prefixes e.g. dis-, de-, mis-, over- and re-
- Know how to use devices to build cohesion within a paragraph

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- Know how to use devices to build cohesion within a paragraph



<ul style="list-style-type: none"> <li>Know how to link ideas across paragraphs using adverbials of time, place and number or tense choices</li> </ul>	<ul style="list-style-type: none"> <li>Know how to link ideas across paragraphs using adverbials of time, place and number or tense choices</li> </ul>
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### Vocabulary

Year 4 vocabulary plus: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

### Spelling

L1 & 2: Words with silent letter <b>b</b> L3 & 4: Words ending in <b>-ible</b> L5 & 6: Words ending in <b>-able</b>	L1 & 2: Words with silent letter <b>t</b> L3 & 4: Words ending in <b>-ibly</b> and <b>-ably</b> L5 & 6: Words ending in <b>-ent</b>	L1 & 2: Words ending in <b>-ence</b> L3 & 4: The <b>ee</b> sound spelt <b>ei</b> L5 & 6: Words ending in <b>-ant, -ance</b> and <b>-ancy</b>	L1 & 2: Words ending in <b>shus</b> spelt <b>-cious</b> L3 & 4: Words ending in <b>shus</b> spelt <b>-tious</b> L5 & 6: Words ending in <b>shul</b> spelt <b>-cial</b> or <b>-tial</b>	Revision of all units.	Revision of all units
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### MATHS

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>Number: Place Value</b> L1: know how to represent numbers to 10,000. L2: know how to round to the nearest 10, 100 and 1000. L3: know how to represent, compare and order numbers to 100,000.	<b>Statistics</b> L4: know how to read and interpret tables. L5: know how to read and interpret two-way tables. L6: know how to read and interpret timetables.	<b>Number: Multiplication and Division</b> L1: know how to multiply 2 and 3-digits by 1-digit. L2: know how to multiply 4-digits by 1-digit. L3: know how to multiply 2-digits by 2-	<b>Number: Fractions</b> L10: know how to add mixed numbers. L11: know how to subtract fractions. L12: know how to subtract mixed numbers. L13: know how to subtract 2 mixed numbers.	<b>Consolidation</b> <b>Number: Decimals</b> L1: know how to add and subtract decimals within 1. L2: know how to add decimals (crossing the whole). L3: know how to add and subtract decimals	<b>Geometry: Properties of Shape</b> L7: know the properties of different triangles and quadrilaterals. L8: know how to calculate lengths and angles in shapes.

<p>L4: know how to round numbers within 100,000. L5: know how to represent numbers to a million. L6: know how to compare and order numbers to one million. L7: know how to round numbers to one million. L8: know what negative numbers are. L9: know Roman Numerals to 1,000.</p> <p><b>Number: Addition and Subtraction</b> L1: know how to add two 4-digit numbers (more than one exchange). L2: know how to add whole numbers with more than 4 digits (column method). L3: know how to subtract two 4-digit numbers (more than one exchange). L4: know how to subtract whole numbers with more than 4 digits (column method).</p>	<p><b>Number: Multiplication and Division</b> L1: know what multiples and factors are. L2: know what common factors are. L3: know what prime numbers are. L4: know what square and cube numbers are. L5: know how to multiply by 10 and 100. L6: know how to multiply by 10, 100 and 1,000. L7: know how to divide by 10 and 100. L8: know how to divide by 10, 100 and 1000. L9: know how to find multiples of 10, 100 and 1,000.</p> <p><b>Measurement: Perimeter and Area</b> L1: know how to measure and find the perimeter on a grid. L2: know how to measure the perimeter of a rectangle/rectilinear shape.</p>	<p>digits, including the are model. L4: know how to multiply 3-digits by 2-digits. L5: know how to multiply 4-digits by 2-digits. L6: know how to divide 2-digits by 1-digit. L7: know how to divide 3-digits by 1-digit. L8: know how to divide 4-digits by 1-digit. L9: know how to divide with remainders.</p> <p><b>Number: Fractions</b> L1: know what a fraction is. L2: know how to find equivalent fractions. L3: know how to find fractions greater than 1. L4: know how to convert improper fractions to mixed numbers. L5: know how to convert mixed numbers to improper fractions. L6: know how to compare and order</p>	<p>L14: know how to multiply unit fractions by an integer. L15: know how to multiply non-unit fractions by an integer. L16: know how to multiply mixed numbers by integers. L17: know how to calculate fractions of a quantity or an amount. L18: know how use fractions as operators.</p> <p><b>Number: Decimals and Percentages</b> L1: know how to represent numbers with up to 2 decimal places. L2: know how to represent decimals as fractions. L3: know what thousandths are and represent them as decimals. L4: know how to round, compare and order decimals. L5: know what percentages are. L6: know the relationship between</p>	<p>with the same number of decimal places. L4: know how to add decimals with a different number of decimal places. L5: know how to subtract decimals with a different number of decimal places. L6: know how to add and subtract wholes and decimals. L7: know how to complete decimal sequences. L8: know how to multiply decimals by 10, 100 and 1,000. L9: know how to divide decimals by 10, 100 and 1,000.</p> <p><b>Geometry: Properties of Shape</b> L1: know how to identify, compare and order angles. L2: know how to measure angles in degrees. L3: know how to measure with a protractor.</p>	<p>L9: know the different between regular and irregular polygons.</p> <p><b>Geometry: Position and Direction</b> L1: know how to describe position and draw on a grid. L2: know how to describe the position in the first quadrant. L3: know what translation is and complete it with co-ordinates. L4: know how to find lines of symmetry and complete a symmetric figure. L5: know what reflection is. L6: know how to complete translation with co-ordinates.</p> <p><b>Measurement: Converting Units</b> L1: know how to convert kilograms and kilometres. L2: know how to convert millimetres and millilitres,</p>
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<p>L5: know how to round to estimate and use the inverse operations (addition and subtraction). L6: know how to solve multi-step addition and subtraction problems.</p> <p><b>Statistics</b> L1: know how to interpret charts (comparison, sum and difference). L2: know what a line graph is and be able to read and interpret them. L3: know how to draw line graphs and use them to solve problems.</p>	<p>L3: know how to calculate perimeter. L4: know how to count squares to find the area of rectangles. L5: know how to find the area of compound shapes. L6: know how to find the area of irregular shapes.</p>	<p>fractions less than and greater than 1. L7: know how to add and subtract fractions. L8: know how to add fractions within 1. L9: know how to add 3 or more fractions.</p>	<p>fractions, decimals and percentages.</p> <p><b>Consolidation and Assessment</b></p>	<p>L4: know how to draw lines and angles accurately. L5: know how to calculate angles on a straight line. L6: know how to calculate angles around a point.</p>	<p>L3: know what metric units are. L4: know what imperial units are. L5: know how to convert units of time. L6: know how to read and interpret timetables.</p> <p><b>Measurement: Volume</b> L1: know what volume is. L2: know how to compare and estimate volume. L3: know how to estimate capacity.</p>
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**VOCABULARY**

<p><b>Number: Place Value</b> Millions, thousands, hundreds, tens, ones, zero, greater than, less than, order, round, rounded, negative number, partition, digit, interval, sequence, linear sequence</p>	<p><b>Statistics</b> Axis, continuous data, horizontal, data, interpret, label, line graph, maximum value, minimum value, pattern, predict, relationship, represent, scale, survey, table, tally, timetable, vertical, x-axis, y-axis</p>	<p><b>Number: Multiplication and Division</b> Multiply, groups of, lots of, times, divide, share, remainder, factor, multiple, product, short multiplication, long multiplication, short division, short multiplication, short division</p>	<p><b>Number: Fractions</b> Numerator, denominator, unit fraction, non-unit fraction, whole, equivalent, mixed number, improper fraction, simplest form, multiple, common denominator, common numerator</p>	<p><b>Number: Decimals</b> Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, rounding, decimal point</p>	<p><b>Geometry: Properties of Shape</b> Angle, right angle, acute, obtuse, reflex, protractor, horizontal, vertical, parallel, perpendicular, polygon, regular, irregular, two-dimensional, three-dimensional, flat face, curved surface, edge, curved edge, vertex,</p>
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					apex, net, pentagonal prism, hexagonal prism, octagonal prism, octahedron
<b>Number: Addition and Subtraction</b> Add, total, make, plus, sum, more, altogether, difference, subtract, less, minus, take away, column addition, column subtraction, estimate, inverse operation, number facts, complex	<b>Number: Multiplication and Division</b> Multiply, groups of , lots of, times, divide, share, remainder, factor, multiple, product, squared, cubed, short multiplication, short division	<b>Number: Fractions</b> Numerator, denominator, unit fraction, non-unit fraction, whole, equivalent, mixed number, improper fraction, simplest form, multiple, common denominator, common numerator	<b>Number: Decimals and Percentages</b> Decimal place, decimal fraction, equivalent fraction, tenth, sharing, partitioning, exchanging, hundredth, thousandth, equal to, remainder, grouping, per cent (%) = out of 100, equivalent fraction, equivalent decimal, convert, compare, order, the whole	<b>Geometry: Properties of Shape</b> Angle, right angle, acute, obtuse, reflex, protractor, horizontal, vertical, parallel, perpendicular, polygon, regular, irregular, two-dimensional, three-dimensional, flat face, curved surface, edge, curved edge, vertex, apex, net, pentagonal prism, hexagonal prism, octagonal prism, octahedron	<b>Geometry: Position and Direction</b> Coordinate, quadrant, x-axis, y-axis, reflection, mirror line, translation, horizontal, vertical
<b>Statistics</b> Axis, continuous data, horizontal, data, interpret, label, line graph, maximum value, minimum value, pattern, predict, relationship, represent, scale, survey, table, tally, timetable, vertical, x-axis, y-axis	<b>Measurement: Perimeter and Area</b> Metre kilometre, length, width, rectangle, rectilinear, dimensions, Squared units (m <sup>2</sup> )				<b>Measurement: Converting Units</b> Mass, gram, kilogram, capacity, volume, millilitre, centilitre, litre, millimetre, centimetre, kilometre
					<b>Measurement: Volume</b> Cubed, area, cross-section, prism, cube, cuboid, face, length, height, width, depth

**RE/RSE**

**Journey In Love:** God loves me in my changing and development.

**PENTECOST 2**

Children will...

LO: I will know that as we grow we will become different in our bodies, feelings and love of God.

<u><b>Physical</b></u>	<u><b>Social</b></u>	<u><b>Emotional</b></u>	<u><b>Intellectual</b></u>	<u><b>Spiritual</b></u>
<p>Identify and celebrate the ways they have changed since birth.</p> <p>How do we recognise the emotional, internal and external changes that happen during puberty?</p> <p>Why do we think we might need to change our hygiene routines during puberty; why is it important to maintain a good personal hygiene?</p> <p>How do we know what physical contact is appropriate, inappropriate or unsafe?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>Discuss the external and internal changes which happen to boys and girls in puberty.</p> <p>How do you recognize you are growing and developing? Do you think these changes have affected your friendships? How?</p> <p>Are these determined by how others treat you? How can this translate to keeping safe online?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>Recognise that behaviour changes as they grow up.</p> <p>Are there ways you are becoming sensitive to your emotional development and that of others?</p> <p>If a friend was struggling with their self-confidence and self-esteem, what would you advise them to do?</p> <p>Where would you go for advice or to report concerns for yourself or on behalf of a friend because you are worried about being unsafe, feeling uncomfortable or concerned for your own or their mental health and wellbeing?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>Reflect on ways to become more sensitive to the emotional development of themselves and others.</p> <p>As we grow and change, how do we recognize the God of love who journeys with us?</p> <p>What does to mean to grow holistically? Are there ways and means we can ensure each aspect happens healthily?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>Share with each other and celebrate the wonder of change.</p> <p>What difficulties might you face as your body changes and grows? God's love surrounds you and His Holy Spirit guides and protects you. How will this help you to be respectful of your own body and help you to be courageous in the face of changes?</p> <p>Link to being a Missionary Disciple.</p> <p><b>Pause, reflect and prayer.</b></p>

**VOCABULARY**

God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, production, hormones, pituitary gland, uterus, fertilised, ovum, fallopian tube, penis, vagina, vulva, cervix, womb, menstrual cycle, period, fertilised ovum.

## HISTORY

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><b>World War I (WWI).</b></p> <p>L1: Know where to place WW1 on a timeline; know why the First World War started.</p> <p>L2: Know the countries involved in WW1 and which were part of Allied forces, Neutral Countries and Opposing Countries.</p> <p>L3/4: Know what life was like in the trenches, including armoury and equipment.</p> <p>L5: Know the start date of the Battle of the Somme; know the events of the Battle of the Somme and the impact of this battle both on the battle field and back in the UK.</p> <p>L6: Know when and how WW1 ended and how this links to our</p>		<p><b>Tudors.</b></p> <p>L1: Know where to place Tudors on a timeline; to know how the War of the Roses led to the first Tudor king.</p> <p>L2: Know the chronology of Tudor Monarchs and that the Tudor period ended because Queen Elizabeth 1 had no children.</p> <p>L3/4: Know that King Henry VIII had six wives and that he formed the Church of England</p> <p>L5/6: Know about life in King Henry VIII's court including food, entertainment (including Shakespeare) and clothing</p>		<p><b>A local history study- Isaac Newton/Woolsthorpe Manor.</b></p> <p>L1: Know where to place Isaac Newton on a timeline; know that Isaac Newton was born at Woolsthorpe Manor Lincolnshire (local to us); know about his early life and childhood until he finished university.</p> <p>L2: Know that Isaac Newton discovered gravity including story of how this discovery came about.</p> <p>L3: Know about Isaac Newton's other major discoveries (White light is made up of a mixture of colours and First, Second and Third Laws of motion- using child friendly explanations)</p>	

annual remembrance commemorations.				L4: Know about Isaac Newton' later life and achievements (President of the Royal Society, made a knight, MP and warden of the Royal Mint) L5/6: Visit Woolsthorpe Manor and revisit of learning from the trip	
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**VOCABULARY**

allied forces, trench, Battle of the Somme, remembrance, No Mans Land, battalions, conscription, front line, white feather, Lord Kitchener, Armistice, sandbags, rations, dug out.		monarch, beefeater, dress, gown, kirtle, chemise, corset, french hood, ruff, lute, stockings, gallows, bed warmer, reign, scythe, gallows, Henry V111, six wives, Hever Castle, dancing, court, farming, painting, rich, roasted, sweet, plentiful, House of York House of Lancaster, emblem, Richard of York, Tudor rose.		Isaac Newton, Grantham, Lincolnshire, Woolsthorpe, laws, MP, discovery, university, Cambridge, inventor, gravity, forces, maths, apple, Moon, orbit, prism, refract, disperse, Westminster Abbey	
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**GEOGRAPHY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<b><u>Map work-</u></b> L1: know how to find places in an atlas using		<b><u>Mountains-</u></b> L1: know the location of the world's major mountain ranges.		<b><u>UK/France Comparison-</u></b> L1: know how to locate France on a map and

	<p>the index, coordinates and a key.</p> <p>L2: know some of the symbols used on OS maps including contour lines.</p> <p>L3: know the 8 compass points; know how to give and follow directions using the 8 compass points.</p> <p>L4/5: know how to use 4 and 6 figure grid references to locate places on a map.</p> <p>L6: know how to apply knowledge of compass points and grid references to plan a route.</p>		<p>L2: know the locations of the UK's mountains; know what contour lines are and how they work; know how to identify the peak of a mountain on a map.</p> <p>L3: know how different types of mountains are formed.</p> <p>L4: know the difference between weather and climate; know what the climate is like in mountainous regions.</p> <p>L5: know the key features of a mountain range and know that all mountains are not the same.</p> <p>L6: know key facts about a chosen mountain/mountain range.</p>		<p>its position in Europe; know how to compare population and country sizes.</p> <p>L2: know what the climate in France is like and that it is different in different areas of the country.</p> <p>L3: know some of the main physical features of France and compare these with the UK (rivers, mountains etc)</p> <p>L4: know some of the main cities in France and their position and compare Paris with London.</p> <p>L5: know the main celebrations in France and compare these with the UK.</p> <p>L6: know some traditional French foods and compare similarities and differences with the UK.</p>
<b>VOCABULARY</b>					
	<p>Atlas, compass, digital map, easting, grid references, National Grid, northing, Ordnance Survey, symbols. Maps,</p>		<p>Altitude, avalanche, crust, gorges, hypothermia, lava, magma, summit, tectonic plate.</p>		<p>Agriculture, arable, climate, continent, country, human geography, landscapes, physical geography,</p>



					population, precipitation, weather
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## COMPUTING

### ONLINE SAFETY IS A LIFE SKILL AND WILL ALWAYS BE REFORCED AND REITERATED THROUGHOUT THE YEAR

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>COMPUTING SYSTEMS AND NETWORKS-</b> Sharing information L1 Know that computers can be connected together to form systems L2 Know how to recognise the role of computer systems in our lives L3 Know how to experiment with search engines L4 Know how search engines select results L5 Know how search results are ranked L6 Know why the order of results is important, and to whom	<b>CREATING MEDIA –</b> Video production L1 Know how to explain what makes a video effective L2 Know how to identify digital devices that can record video L3 Know how to capture video using a range of techniques L4 Know how L5 Know how to identify that video can be improved through reshooting and editing L6 Know how to consider the impact of the choices made when making and sharing a video	<b>PROGRAMMING A –</b> Selection in physical computing L1 Know how to control a simple circuit connected to a computer L2 Know how to write a program that includes count-controlled loops L3 Know how to explain that a loop can stop when a condition is met L4 Know how to explain that a loop can be used to repeatedly check whether a condition has been met L5 Know how to design a physical project that includes selection L6 Know how to create a program that controls a physical computing project	<b>DATA AND INFORMATION –</b> Flat-file databases L1 Know how to use a form to record information L2 Know how to compare paper and computer-based databases L3 Know how to outline how you can answer questions by grouping and then sorting data L4 Know how to explain that tools can be used to select specific data L5 Know how to explain that computer programs can be used to compare data visually L6 Know how to use a real-world database to answer questions	<b>CREATING MEDIA –</b> Vector drawing L1 Know how to identify that drawing tools can be used to produce different outcomes L2 Know how to create a vector drawing by combining shapes L3 Know how to use tools to achieve a desired effect L4 Know how to recognise that vector drawings consist of layers L5 Know how to group objects to make them easier to work with L6 Know how to apply what I have learned about vector drawings	<b>PROGRAMMING B –</b> Selection in quizzes L1 Know how to explain how selection is used in computer programs L2 Know how to relate that a conditional statement connects a condition to an outcome L3 Know how to explain how selection directs the flow of a program L4 Know how to design a program which uses selection L5 Know how to create a program which uses selection L6 Know how to evaluate my program
VOCABULARY					
System, connection, digital, input, process,	Video, audio, camera, talking head, panning,	Microcontroller, components,	Database, data, information, record,	Vector, drawing tools, object, toolbar, vector	Selection, condition, true, false, count-

output, Search, search engine, refine, Index, crawler, bot, search engine, ordering, ranking, links, algorithm, search engine optimisation (SEO), Searching, web crawler, content creator, selection, ranking	close up, video camera, microphone, lens, close up, mid range, long shot, moving subject, side by side, high angle, low angle, normal angle, static camera, zoom, pan, tilt, storyboard, import, split, trim, clip, edit, reshoot, delete, trim, reorder, export, evaluate, share	connection, infinite loop, output component, motor, repetition, count-controlled loop, Crumble controller, components, switch, motor, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Input, output, selection, condition, action, repetition, selection, debug	field, sort, order, group, record, sort, order, search, criteria, graph, chart, axis, compare, filter, presentation	drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, order, copy, paste, group, ungroup, duplicate, reuse, reflection	controlled loop, outcomes, conditional statement (the linking together of a condition and outcomes), algorithm, program, debug, question, answer, outcomes, test, run, debug
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MUSIC					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>MMC Y5 Unit 1</b> <b>How does music bring us together?</b> L1: Know the style of the song 'Ghost Parade'; know that it is in a minor key; know that it is in 6/8 time and that this means there are 6 quaver beats in a bar L2: Know the structure of the song 'Ghost Parade'; know how to improvise to the song using 4 given notes, including two flats	<b>MMC Y5 Unit 2</b> <b>How does music connect us with our past?</b> L1: Know that the value of a dotted quaver is 1.5 times that of a quaver, ie three quarters of a beat; know that the value of a semiquaver is a quarter of a beat (and what one looks like) L2: Know the structure of the song 'The Sparkle in My Life'; know that a coda is a section at the very end	<b>MMC Y5 Unit 3</b> <b>How does music improve our world?</b> L1: Know that the song 'Freedom is Coming' is a South African Pop song; know where this is placed historically, culturally and historically; know that the term 'mitre' is the musical term for time signature L2: Know how to create an accompaniment to the song 'Freedom is Coming' on either/and	<b>MMC Y5 Unit 4</b> <b>How does music teach us about our community?</b> L1: Know that the song 'Erie Canal' is a Reggae song; know where Reggae is placed historically, culturally and historically; know that this song is in a minor key and is in 4/4 time L2: Know that the music 'Dances in the Canebrakes: No 2, Tropical Noon' has dynamic contrasts and	<b>LMS Clarinets</b> <ul style="list-style-type: none"> <li>Know that the clarinet is part of the woodwind family of instruments</li> <li>Know that there are 5 sections to a clarinet</li> <li>Know how to assemble a clarinet</li> <li>Know that the reed vibrates to make the sound when air is blown over it</li> <li>Know that the levers are called keys and that they cover and uncover holes to make different notes</li> <li>Know how to hold the instrument</li> <li>Know how to shape their lips to blow the instrument</li> <li>Know how hard to blow into the instrument to make a sound</li> </ul>	

<p>L3: Know how to copy back (echo) and create patterns of seven notes: A, B, C, D, E, F#, G (For lessons 4-6, base from the L4 plan; put the videos into the Charanga search box to find them quickly)</p> <p>L4: Know what rap music is; know how to create, edit and save a beat in the Charanga app 'Quickbeats'</p> <p>L5: Know how to use the alphabet and rhyme to write rap lyrics (suggest in pairs); know how to combine their saved Quickbeats beat (and edit where necessary) and their rap lyrics to compose a short rap song</p> <p>L6: Know how to perform their rap song to their class (possibly film and send out on SeeSaw)</p>	<p>of a piece of music to bring it to an end, in particular when verses have been sung</p> <p>L3: Know that the song 'Dreaming of Mars' is in 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral style; know that it uses both C major and C minor keys and be able to identify these sections in the piece;</p> <p>L4: Know how to play a part on either the recorder or glockenspiel to the song with up to 4 given notes including Bflat and G#</p> <p>L5: Know how to sing the song 'Get On Board'; know the structure of the song, including the meaning of 'Bridge' and 'Scat'</p> <p>L6: Know how to perform the song 'Get On Board' for recording (for SeeSaw), demonstrating increasing confidence and technique</p>	<p>the glockenspiel and recorder, using minims and the notes Eflat and Bflat; know that fortissimo (ff) means very loud, pianissimo (pp) means very quiet; mezzo forte (mf) means quite loud; mezzo piano (mp) means quite quiet</p> <p>L3: Know that a semibreve is worth 4 beats; know that a dotted minim is worth 3 beats</p> <p>L4&amp;5: Know how to compose a simple melody on the Charanga app 'Music Notepad' of 6 bars, with time signature, key signature, from crotchets, quavers, minims and semibreves and their rests, with dynamics</p> <p>L6: Know that 'ternary form' is a piece of music in 3 parts where the first and third parts are either identical or very similar; compose a melody to be played with the backing track from 'Freedom is Coming' that has a beginning, middle and</p>	<p>be able to discuss these using musical vocabulary</p> <p>L3: Know that triplet quavers (known as simply 'triplets') have a value of 1 beat; know the emotion/feeling/intent of the song 'Heroes' and explain this to the class/each other in small groups</p> <p>L4: Know how to introduce a song (Heroes) to an audience; know how to evaluate your performance (e.g. what went well? What could I/we do better next time?)</p> <p>L5: Know that 'syncopation' is when the normal 1<sup>st</sup> beat of a bar is not emphasised and instead a different beat within the bar is emphasised; know how to compose a short melody (4 bars) demonstrating syncopation</p> <p>L6: Know how to compose a simple melody on the Charanga app 'Music</p>	<ul style="list-style-type: none"> <li>Know how to play notes G, F, E, D, C initially one at a time, then gradually combining notes in one piece of music</li> </ul> <p>Perform as an ensemble, with increasing proficiency</p>
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		end and rising and/or falling phrases of 3 notes	Notepad' of up to 8 bars, with time signature, key signature, from crotchets, quavers, minims and semibreves and their rests, with dynamics, and influenced by one of the songs/pieces of music we have studied this term, Reggae, triplet, syncopation	
VOCABULARY				
Year 4 Vocabulary + 6/8 time, rap, lyrics	Year 4 Vocabulary + 6/8 time, rap, lyrics, dotted quaver, semiquaver, coda, bridge, scat	Year 4 Vocabulary + 6/8 time, rap, lyrics, dotted quaver, semiquaver, coda, bridge, scat, fortissimo (ff), pianissimo (pp), mezzo forte (mf), mezzo piano (mp), semibreve, dotted minim, ternary form	Year 4 Vocabulary + 6/8 time, rap, lyrics, dotted quaver, semiquaver, coda, bridge, scat, fortissimo (ff), pianissimo (pp), mezzo forte (mf), mezzo piano (mp), semibreve, dotted minim, ternary form	Year 4 Vocabulary + 6/8 time, rap, lyrics, dotted quaver, semiquaver, coda, bridge, scat, fortissimo (ff), pianissimo (pp), mezzo forte (mf), mezzo piano (mp), semibreve, dotted minim, ternary form, woodwind, clarinet, reed, key

ART		
ADVENT - <b>Mixed Media</b> Children will...	LENT - <b>Portraits</b> Children will...	PENTECOST – <b>Art Techniques</b> Children will...
This is to be a child led topic that culminates in a whole class collaboration around the theme of Remembrance. They can use any techniques, medium and materials. They should look at local representations in Wyndham Park.	L1: Know about the artist Hans Holbein and some of his portraiture  L2: Know how to revise their skills of colour mixing and creating shades of each colour	L1: Know what 'perspective' is and to explore examples  L2: Know how to practise basic perspective techniques (tree lined avenue, railway line)

	<p>L3: Know how to lightly sketch their own design, onto a grid to see how each part can be painted in isolation to create a whole image.</p> <p>L4: Know how to carefully paint using graduated shades</p> <p>L5: Know how to complete their grid section to replicate a finished painting</p> <p>L6: Know how to exhibit their individual and whole class grid pieces and appraise</p>	<p>L3: Know how to use perspective to create a street view (challenge on twinkl)</p> <p>L4: Know about the work of the artist M.C. Escher and their use of tessellations. Appraise examples.</p> <p>L5: Know how to make a template based on an Escher design</p> <p>L6: Know how to create a tessellated pattern inspired by Escher</p>
<b>VOCABULARY</b>		
	Grid, style, portraiture, gradual, shading, whole image, section	Pattern, repeat, shape, perspective, midpoint, disappear, line, horizon,

<b>DT</b>		
<b>ADVENT – Super Seasonal Cooking</b> Children will...	<b>LENT - Felt Phone Cases (ET, Phone Home)</b> Children will...	<b>PENTECOST - Marbulous Structures</b> Children will...
<p>L1 Know how to explain what seasonality means and when different fruit and vegetables are in season in the United Kingdom</p> <p>L2 Know how to explain where, when and how a variety of ingredients are reared, caught and processed</p> <p>L3 Know how to taste and evaluate seasonal foods, recognising that sometimes we need to try a new food a few times to find out if we like it.</p> <p>L4 Know how to explain the importance of protein as a proportion of a healthy varied diet</p>	<p>L1 Know how to write some design criteria for a mobile phone case</p> <p>L2 Know how to generate a range of design ideas and clearly communicate my final design</p> <p>L3 Know how to make a paper template for a mobile phone case</p> <p>L4 Know how to practise using different types of stitches and choose the best one to use on my final felt phone case</p>	<p>L1 Know how to investigate, and apply my knowledge of, free standing structures</p> <p>L2 Know how to use a wider range of tools and equipment to perform practical tasks accurately (joining cardboard tubes together)</p> <p>L3 Know how to develop a range of practical skills to create bends.</p> <p>L4 Know how to investigate existing products</p>

L5 Know how to work as a group to generate, evaluate and refine recipe ideas, communicating final designs.  L6 know how to prepare, cook and evaluate a healthy seasonal meal	L5 Know how to organise my ideas in a step by step plan.  L6 know how to select decorative techniques and fastenings according to their functional properties aesthetic qualities. Know how to evaluate their product.	L5 Know how to select from and use materials and components to make a marble run  L6 Know how to evaluate and improve my design and technology work.
<b>VOCABULARY</b>		
seasonality, spring, summer, autumn, winter, imported, ripe, sustainable, seasonal, reared, caught, processed, asparagus, kale, spinach, radishes, rocket, Jersey Royal new potatoes, spring onions, taste, texture, smell, balanced, protein, Eatwell plate, Design criteria, specification, annotated diagram, generate, refine, blanch, fry, grill, griddle, chop, slice, peel, grate.	Design criteria, aesthetics, functional, innovative, annotate, design process specification, pattern, template, precisely, accurately, scale, measurements, millimetre, centimetre, prototype, whipstitch, backstitch, running, stitch, blanket stitch, plan, fastenings, decoration, felt, design process, fastenings, decoration, felt, design criteria, evaluate	Free standing, structure, support, stiffen, sturdy, stable, reposition, strengthen, reinforce, accurate, join, shape, cut aesthetics, tools, equipment, functional, bend, skills, tools, equipment, cut, shape, join, existing, product, aesthetic, functional, iterative process, test, evaluate, design criteria, improve

<b>FRENCH</b>					
<b>ADVENT 1- All around town</b> Children will...	<b>ADVENT 2 - All around town</b> Children will...	<b>LENT 1 – On the Move</b> Children will...	<b>LENT 2 – On the Move</b> Children will...	<b>PENTECOST 1 – Going Shopping</b> Children will...	<b>PENTECOST 2 - Going Shopping</b> Children will...
L1: Know how to say which town they live in; know the names of some key cities in France. (oral work)  L2: Know how to say which town they live in; know the names of	L1: Know how to count to 100 in French. (oral work)  L2: Know how to count to 100 in French (written work)	L1: Know the names of types of transport (oral work)  L2: Know the names of types of transport (written work)	L1: Know how to give and follow simple instructions (oral work)  L2: Know how to give and follow simple instructions (written work)	L1: Know some French fruit and express a preference (oral work)  L2: Know some French fruit and express a preference (written work)	L1: Know how to ask and answer the question: where can I buy (oral work)  L2: Know how to ask and answer the question: where can I buy (written work)

some key cities in France. (written work)	L3: Know how to give my address in French (oral work)	L3: Know how to say how you came to school (oral work)	L3: Know how ask and give directions (oral work)	L3: Know how to ask for some vegetables in French. (oral work)	L3: Know how to ask and give the price of items. (oral work)
L3: Know how to describe some of the features of our town in French. (oral work)	L4: Know how to give my address in French (written work)	L4: Know how to say how you came to school (written work)	L4: Know how ask and give directions (written work)	L4: Know how to ask for some vegetables in French. (written work)	L4: Know how to ask and give the price of items. (written work)
L4: Know how to describe some of the features of our town in French (written work)	L5: Know how to use a French/English dictionary. (oral work)	L5: Know how to give simple directions in French (oral work)	L5: Know how to conjugate the verb 'aller'. (oral work)	L5: Know how to apply knowledge of clothes and colours to make sentences (oral work)	L5: Know how to apply my learning to role play shopping (oral work)
L5: Know how to count in tens (oral work)	L6: Know how to use a French/English dictionary. (written work)	L6: Know how to give simple directions in French (written work)	L6: Know how to conjugate the verb 'aller'. (written work)	L6: Know how to apply knowledge of clothes and colours to make sentences (written work)	L6: Know how to apply my learning to role play shopping (written work)
L6: Know how to count in tens (written work)					
<b>VOCABULARY</b>					
j'habite a, ou habite-tu, Paris, magasin, ecole, eglise, muse, boulangerie, piscine, gare, patisserie, café, supermarche, cinema, parc, theatre, marche, mosque, riviere, il y a, il n'ya pas de, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quarter-vingts-dix, cent, plus, font, moins, divise par, fois,	Mon adresse est, avenue, boulevard, allez, rue, place, du/de l'/ de la/des, montagne, lac, soleil, hopital, bois, arbre, singe, chameau, plage, mairie, ferme, lune, fleur, chevre, vache, que veut dire	voiture, autobus, velo, a pied, cheval, train, camion, helicoptere, avion, trottinette, taxi, moto, les transports, en, a, comment vas-tu a l'ecole?, je vais a l'ecole en/a, tout droit, tournez, a droit, a gauche, chaud, froid,	bras, jambe, coude, main, pliez, tendez, liez, tenez, lachez, pour le/la, bien sur, premier/premiere, deuxieme, troisieme, C'est tout droit, a droit, a gauche, Je vais, tu vas, il va, elle va, nous allons, vous allez, ils vont, elles vont,	la banana, la peche, les raisins, beaucoup, un peu, les legumes, la pomme de terre, l'oignon, l'ail, la carotte, le chou-fleur, le chou, le brocoli, le poivron, je voudrais, les vetements, cardigan, chemise, avez-vous,	Magasin de chausseurs, la fromagerie, la boucherie, la bijouterie, le magasin de jouets, le magasin de vetements, la confiserie, du pain, un collier, un ballon de football, une paire de chausseurs, ou puis-je acheter?, vous pouvez l'acheter au/a la, C'est combine? Voici votre monnaie, une boite de chocolat, des boucles d'oreilles, un bateau,

					une montre, des bonbons, des cotelettes, une bague
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PE					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><b>Swimming (Y3/4)</b> <i>External provider may have a sequence of lessons that they follow.</i></p> <p>L1: know how to develop an understanding of buoyancy and balance in the water. L2: know how to develop independent movement and submersion. L3: know how to develop gliding and crawl legs. L4: know how to develop front crawl breathing. L5: know how to develop gliding and backstroke. L6: know how to develop rotation, sculling and treading water.</p>	<p><b>Swimming (Y5/6)</b> <i>External provider may have a sequence of lessons that they follow.</i></p> <p>L1: know how to develop gliding, front crawl and backstroke. L2: know how to develop rotation, sculling and treading water. L3: know how to develop front crawl stroke and breathing technique. L4: know how to develop the technique for backstroke arms and legs. L5: know how to develop breaststroke technique. L6: know how to develop breaststroke technique.</p> <p><b>Football</b></p>	<p><b>Swimming</b> Children who have not yet achieved the required standard in swimming to continue attending swimming lessons at their appropriate level.</p> <p><b>Gymnastics</b> L1: know how to perform symmetrical and asymmetrical balances. L2: know how to develop the straight, forward, straddle and backward roll. L3: know how to explore different methods of travelling, linking actions in canon and synchronisation. L4: know how to perform progressions of inverted movements. L5: know how to explore matching and mirroring using actions (floor and apparatus).</p>	<p><b>Swimming</b> Children who have not yet achieved the required standard in swimming to continue attending swimming lessons at their appropriate level.</p> <p><b>Tennis</b> L1: know how to develop returning the ball using a forehand groundstroke. L2: know how to develop returning the ball using a backhand groundstroke. L3: know how to work cooperatively with a partner to keep a continuous rally. L4: know how to develop the underarm serve and understand the rules of serving. L5: know how to develop the volley and understand when to use it.</p>	<p><b>Badminton</b> L1: know how to develop footwork and the forehand and backhand grip. L2: know how to develop the backhand serve over a net and develop rallying using an overhead forehand clear. L3: know how to develop the forehand serve over a net. L4: know how to learn how to score points and play in competitive games. L5: know how to develop the backhand clear and apply this to game situations. L6: know how to show respect, honesty and fair play when competing against an opponent.</p>	<p><b>Rounders</b> L1: know how to develop the bowling action and understand the role of the bowler. L2: know how to develop batting technique. L3: know how to make decisions about where and when to send the ball to stump a batter out. L4: know how to develop a variety of fielding techniques and when to use them in a game. L5: know how to develop long and short barriers in fielding an understand when to use them. L6: know how to apply the rules and skills you have learnt to play in a rounders tournament.</p>



<p><b>Tag Rugby</b>  L1: know how to develop attacking principles, understanding when to run and when to pass.  L2: know how to use the 'forward pass' and 'offside' rules.  L3: know how to play games using tagging rules.  L4: know how to develop dodging skills to lose a defender.  L5: know how to develop drawing defence and understanding when to pass.  L6: know how to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>	<p>L1: know how to dribble the ball under pressure.  L2: know how to pass the ball accurately to help to maintain possession.  L3: know how to use different turns to keep the ball away from defenders.  L4: know how to develop defending skills to gain possession.  L5: know how to develop goalkeeping skills to stop the opposition from scoring.  L6: know how to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>L6: know how to create a partner sequence using apparatus.</p> <p><b>Handball</b>  L1: know how to develop a variety of passes and know when to use each to help to maintain possession.  L2: know how to use stepping, dribbling and passing skills to create space, move towards goal and away from defenders.  L3: know how to use defending skills to stop an opponent from scoring.  L4: know how to select and apply the appropriate skill to score goals.  L5: know how to use defensive skills to gain possession.  L6: know how to maintain possession under pressure.</p>	<p>L6: know how to use a variety of strokes to outwit an opponent.</p> <p><b>Dodgeball</b>  L1: know how to recap on the rules of dodgeball and apply them to a game.  L2: know how to develop throwing at a moving target.  L3: know how to use jumps, dodges and ducks to avoid being hit.  L4: know how to develop catching to get an opponent out.  L5: know how to select and apply tactics in the game.  L6: know how to develop officiating skills and referee a dodgeball game.</p>	<p><b>Dance</b>  L1: know how to create using a random structure and perform the actions showing quality and control.  L2: know how changing the dynamics of an action changes the appearance of the performance.  L3: know how to use relationships and space to change how a performance looks.  L4: know how to work with a group to create poses and link them together (transitions).  L5: know how to use choreographing devices when working as a group.  L6: know how to copy and repeat movements in the style of Rock 'n' Roll.</p>	<p><b>Athletics</b>  L1: know how to apply different speeds over varying distances.  L2: know how to develop fluency and co-ordination when running for speed.  L3: know how to develop technique in relay changeovers.  L4: know how to develop technique and co-ordination in the triple jump.  L5: know how to develop throwing with force for longer distances.  L6: know how to develop throwing with greater control and technique.</p>
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VOCABULARY

<p><b>Swimming</b>  Sculling, crawl, breaststroke, submersion, rotation backstroke,</p>	<p><b>Swimming</b>  Personal best, exhale surface, inhale, endurance, propel,</p>	<p><b>Gymnastics</b>  Symmetrical, asymmetrical, extension, rotation, synchronisation,</p>	<p><b>Tennis</b>  Ready position, return, serve, outwit, control, opponent, forehand,</p>	<p><b>Badminton</b>  Backhand, control, ready position, forehand, co-operatively, outwit, rally, return, serve, ready position,</p>	<p><b>Rounders</b>  Strike, pressure, outwit, fielding, batting, backing up, co-operatively,</p>
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buoyancy, survival, alternate, huddle, stroke, treading water	continuous, streamline, retrieve	canon, inverted, progression, aesthetics	backhand, volley, co-operatively, continuously	defensive, attacking, opponent, attacking, continuously	retrieve, consecutive, consistently, overtake, obstruction
<b>Tag Rugby</b> Defence, onside offside, opponent, possession, attack, formation, dictate, shut down, pressure, receiver, turnover, support	<b>Football</b> Control, tactics, opponent, intercepting, possession, tracking, consistently, conceding, outwit, pressure, foul, touch, possession, outwit	<b>Handball</b> Pressure, delay, control, tactics, support, release, angle, reaction, principle, inclusion, create, close down, transfer	<b>Dodgeball</b> Pressure, tactics, opponent, officiate, referee, fair play, consistently, outwit, sportsmanship, support, tournament, co-operatively	<b>Dance</b> Levels, actions, formation, timing, relationship, performance, expression, unison, posture, dynamics, canon	<b>Athletics</b> Technique, compete, continuous pace, flight, determination, personal best, momentum, stride, downsweep, upsweep, officiate, rhythm

PSHE Statements to Live By – Odd numbers					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 We are all special. L3/4 I can say how I feel. L5/6 I know what to do if I see anyone being hurt.	L1/2 I try to stand up for myself and others without hurting others. L3/4 I can tell you how I look after myself. L5/6 I can work, play, rest and pray each day	L1/2 I try to love others as I love myself. L3/4 I know I belong in a community that includes my school. L5/6 I listen to what you say. I show that I am listening to you.	L1/2 I try to use words that make the world a better place. (Please, sorry, thank you). L3/4 I know that it is ok for me to make mistakes. L5/6 I try to keep going when things are difficult and not give up hope.	L1/2 I know when to ask for help and who to ask for help from. L3/4 I know how to help others when they are in trouble. L5/6 I try to forgive people when they hurt me.	L1/2 I know how to show I am sorry. L3/4 I know what human dignity means and I show that I respect others. L5/6 I notice that we are the same and we are different. -
VOCABULARY					
special, feelings, hurt, good, proud, happy, sad	work, rest, pray	love, community, belong, school,	world, please, thank you, sorry, mistake, difficult	help, trouble, forgive	sorry, respect, same, different
PSHE Statements to Live By – Even numbers					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...

L1/2 I can say one good thing about myself. L3/4 I can laugh and have fun. L5/6 I understand that rights match responsibility.	L1/2 I try to be just and fair. L3/4 I think before I make choices that affect my health. L5/6 Simple things can make us happy.	L1/2 I try to follow our school and classroom rules. L3/4 I know we are happiest when we are united. L5/6 I co-operate with others in work and play.	L1/2 I try to appreciate the beauty and the wonder in the world around me L3/4 I can learn from my mistakes and failures. L5/6 I know what humility means.	L1/2 I can recognise comfortable and uncomfortable feelings. L3/4 I understand what trust means. L5/6 I try to accept forgiveness from others.	L1/2 I understand the importance of peace. L3/4 I stand up for people who are being treated unfairly. L5/6 I try to be accepting of others.
VOCABULARY					
good, laugh, fun, rights, responsibility	just, fair, choices, health	school, classroom, rules, united, co-operate, work, play	appreciate, beauty, wonder, world, mistake, failure, humility	comfortable, uncomfortable, trust, accept, forgiveness	peace, unfair, fair, important, accept

SCIENCE					
ADVENT 1– <b>Properties and Changes of Materials (Physics)</b> Children will...	ADVENT 2– <b>Properties and Changes of Materials (Physics)</b> Children will...	LENT 1– <b>Earth and Space (Physics)</b> Children will...	LENT 2 - <b>Forces (Physics)</b> Children will...	PENTECOST 1– <b>Living Things and their Habitats (Biology)</b> Children will...	PENTECOST 2– <b>Animals including Humans (Biology)</b> Children will...
L1: Know how to group together everyday materials of the basis of their properties. Know how to use your knowledge of solids, liquids and gases to decide how mixtures might be separated through filtering, magnetic attraction, sieving and evaporating.	L1: Know that dissolving, mixing and changes of state are reversible changes  L2: Know that some changes result in the formation of new materials and that this kind of change is not usually reversible (burning, acid on bicarb)	L1: Know what we mean by the Solar System. Know that it contains 8 planets and their moons orbiting the sun. Know the names of the planets.  L2: Know the relative size of each of the planets in relation to the sun	L1: Know what a force is. Know that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object.  L2: Know that there is a very small amount of gravity on the moon (but not air). Know the	L1: Know how to describe the lifecycles of an amphibian (frog), a bird and a mammal (human).  L2: Know how to describe the lifecycles an insect (butterfly and grasshopper). Know what metamorphosis is.	L1: Know what a gestation period is and compare the gestation periods of different animals, including humans. (explain why animals have different gestation periods)  L2: Know how the human foetus develops

<p>L2: (use first part of lesson 2) Know what dissolving is. Know that some solids will dissolve in liquid to form a solution.</p> <p>L3: (continuing lesson 2) Know the difference between dissolving and melting</p> <p>L4: Know what soluble and insoluble means. Know how to use their knowledge to make predictions about materials and whether they are soluble or insoluble.</p> <p>L5: Know that the original solid material is recoverable from some solutions through the process of evaporation. Know that the addition of heat increases the rate of evaporation</p>	<p>L3: Know what a 'conductor' is. Know what a 'thermal insulator' is. Know which materials are thermal conductor and insulators. Know why thermal conductors and insulators are used.</p> <p>L4: Know the reasons, based on evidence from comparative and fair tests, for the particular use of metal wire compared to wood and plastic in an electrical circuit.</p> <p>L5: Know about a famous scientific discovery. Know how glue is made and its properties.</p>	<p>L3: Know how the moon moves in relation to the earth. Know the 4 main moon phases.</p> <p>L4: (use lesson 6) Know how the surface of the moon is created and changes</p> <p>L5: Know how we know that the earth, sun and moon are approximately spherical</p> <p>L6: (Use lesson 5) Know how to explain day and night using Earth's rotation and the apparent movement of the sun across the sky.</p>	<p>difference between mass and weight.</p> <p>L3: Know what air resistance is and how it works</p> <p>L4: Know what water resistance is and how it works</p> <p>L5: Know what friction is and how it works</p> <p>L6: Know what a lever is, a pulley and gears are and how they work to allow a smaller force to have greater effect.</p>	<p>L3: (use lesson 4) Know how plants reproduce</p> <p>L4: Know how mammals reproduce (linked to RHSE)</p> <p>L5/6: Know what conservation is and why it is necessary. Know some of the work of Jane Goodall. Know some of the work of Richard Attenborough.</p>	<p>L3: Know that there are 4 main stages of human life; know that babies under-go rapid development in the first year</p> <p>L4: Know what puberty is and be able to describe the changes that occur during this time (emotional and physical)</p> <p>L5: Know some of the changes that take place in old age</p> <p>L6: Know what life expectancy is and know that there are many factors that can influence life expectancy</p>
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VOCABULARY

Thermal/electrical insulator/conductor,	Thermal/electrical insulator/conductor,	Earth, sun, moon, Mercury, Jupiter,	Force, Gravity, Earth, air resistance, water	life cycle, live, young, fertilises, egg, runners,	Adolescent, adult, asexual reproduction,
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change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/not reversible, change, burning, rusting, new material.	change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/not reversible, change, burning, rusting, new material.	Saturn, Venus, Mars, Uranus, Neptune, Pluto (dwarf planet), spherical, solar system, rotates, star, orbit, planets, axis, night, day, season, galaxy. Meteorite, celestial	resistance, friction, mechanisms, simple machines, levers, pulleys, gears, Newton, up thrust, opposing, streamline, brake, cog, weight, mass.	reproduce, sperm, metamorphosis, gestation, cuttings, plantlets, bulb, sexual/asexual reproduction	sexual reproduction, fertilization, death, teenager, elderly, toddler, reproduction, foetus, growth, puberty, menstrual cycle, gestation
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