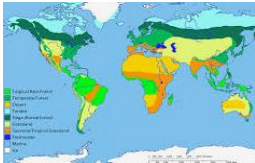
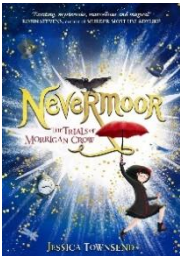
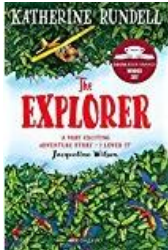
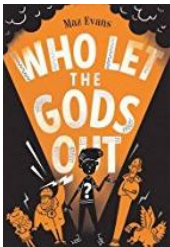
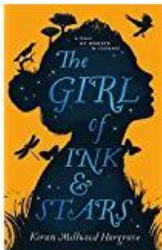
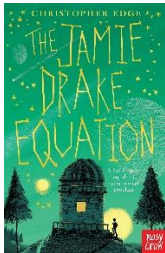
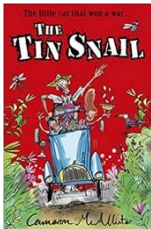
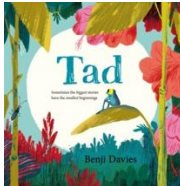


Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Areas of Study	The Mediterranean  <p>In this area of study, you will be introduced to the countries that border the Mediterranean Sea and make up what is known as the Mediterranean Region. You will look at the varied geography of the region as well as the climate and how the sea affects the life in the countries that boarder it. You will then take a closer look at Greece and its capital city, Athens and compare its location and features with your own city, Plymouth.</p>	Ancient Greece  <p>Greece is a country in Europe, but people have been living in that area for a very long time. The people who were living there thousands of years ago are called the Ancient Greeks, and a lot of things they did help to make up our society today. They even invented the Olympics! We have learned a lot from Ancient Greek philosophy, language, theatre, medicine, government and more.</p>	Biomes  <p>Biomes are very large ecological areas on the earth's surface, with fauna and flora (animals and plants) adapting to their environment. Biomes are often defined by abiotic factors such as temperature, climate, relief, geology, soils and vegetation. There are five major categories of biomes on earth: Desert Biomes, Aquatic Biomes, Forest Biomes, Grassland Biomes and Tundra Biomes. Biomes play a crucial role in sustaining life on earth.</p>	Roman Britain  <p>In AD43, the full might of the Roman army landed on the beaches in Kent bringing an end to The Iron Age. It battled inland, storming through hillforts and chopping down anyone who stood in their way. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.</p>	Migration  <p>Migration is the movement of people from one place to another place. Some migrations are forced, meaning the people moving (migrants) have no choice but to migrate. Some are voluntary, meaning the migrants have chosen to move from one place to another. Emigrant is the term used to describe a migrant who is leaving their source country, whilst immigrant refers to a migrant arriving in a host country.</p>	Anglo Saxons & Vikings  <p>The Anglo-Saxons came to England after the Romans left in the year 410. Nobody was really ruling all of England at the time – there were a lot of little kingdoms ruled by Anglo-Saxons that eventually came together as one country. The country was divided up into a lot of smaller kingdoms and subkingdoms that often fought with each other and against any invaders who tried to take over. By the 800s, there were four main kingdoms in England: Northumbria, Mercia, East Anglia and Wessex.</p> <p>The Vikings came from all around Scandinavia (where Norway, Sweden and Denmark are today). They sent armies to Britain about the year 700 AD to take over some of the land, and they lived here until around 1050.</p>
	Enquiry Question What does life in the Mediterranean look like?	Enquiry Question What can we thank the Ancient Greeks for in our lives today?	Enquiry Question How can we protect the Earth's biomes?	Enquiry Question What impact did the Roman Empire have on Britain?	Enquiry Question Why do people move between countries?	Enquiry Question What were the consequences of the

						Anglo-Saxons and Vikings on Britain?
Educational Enrichment (RE Trips)	Explorer Dome (Science)	Mini Police Programme?	Eden Project (before lesson 2)	(Roman Day) Royal Albert Memorial Museum, Exeter Roman Fashion Exhibition	Wildwood Devon (End of Term 5) Piety Mosque & St Andrews Church Faith Trail	Swimming Bikeability (1 week) Residential School Nurse Jewish visitor (during residential week)?
Whole Class Reading						
English (Suggested Texts)	<u>Unit 1: Legend</u> (3weeks) Outlaw by Michael Morpurgo <u>Unit 2: Classical Fiction</u> (3weeks) Mary Poppins by P. L. Travers	<u>Unit 3: Modern Fiction & Persuasive Writing</u> (3weeks) Nevermoor by Jessica Townsend <u>Unit 4: Poems by from Literary Heritage</u> The Highwayman (2weeks) by Alfred Noyes	<u>Unit 5: Myths</u> (3weeks) Theseus and the Minotaur by Geraldine McCaughrean <u>Unit 6: Information Report</u> (3 weeks) Pandora by Literacy Shed	<u>Unit 7: Balanced Argument</u> The Alchemist's Letter (3weeks) by Literacy Shed <u>Unit 9: Modern Fiction</u> (3weeks) Harry Potter and the Philosopher's Stone by J.K Rowling	<u>Unit 10: Diary Writing</u> Shackleton's Journey (3weeks) By William Grill <u>Unit 11: Poetry</u> (2weeks) Lost Words by Jackie Morris and Robert McFarlane	<u>Unit 12: Persuasive Writing</u> Holes (3weeks) by Louis Sachar <u>Unit 13: Modern Fiction</u> The London Eye Mystery (3weeks) by Siobhan Dowd
Maths (Number of days)	Unit 1: Place Value within 1,000,000- Part 1 (8) <i>Number: Number and place value</i>	Unit 4: Multiplication and Division- Part 1 (10) <i>Number: Multiplication and Division</i> Unit 5: Fractions- Part 1 (8)	Unit 7: Multiplication and Division- Part 2 (11) <i>Number: Multiplication and Division</i> Unit 8: Fractions- Part 3 (8)	Unit 9: Decimals and Percentages continued (12) <i>Fractions (including decimals and percentages)</i>	Unit 12: Geometry- properties of shapes (5) <i>Geometry- properties of shapes</i>	Unit 14: Decimals continued (15) <i>Fractions (including decimals and percentages)</i>

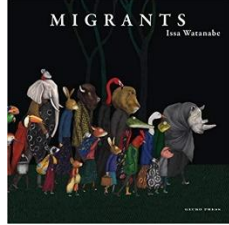
	<p>Unit 2: Place Value within 1,000,000- Part 2 (8) <i>Number: Number and place value</i></p> <p>Unit 3: Addition and Subtraction (10) <i>Number: Addition and Subtraction</i></p>	<p><i>Number: Fractions (including decimals and percentages)</i></p> <p>Unit 6: Fractions- Part 2 (8) <i>Number: Fractions (including decimals and percentages)</i></p>	<p><i>Number: Fractions (including decimals and percentages)</i></p> <p>Unit 9: Decimals and Percentages (12) <i>Fractions (including decimals and percentages)</i></p>	<p>Unit 10: Area and Perimeter (7) <i>Measurement</i></p> <p>Unit 11: Graphs and tables (5) <i>Statistics</i></p>	<p>Unit 13: Geometry- position and Direction (4) <i>Geometry- position and direction</i></p> <p>Unit 14: Decimals (15) <i>Fractions (including decimals and percentages)</i></p>	<p>Unit 15: Negative Numbers (8) <i>Number: Number and Place Value</i></p> <p>Unit 16: Measure- converting units (10) <i>Measurement</i></p> <p>Unit 17: Measure- volume and capacity (4) <i>Measurement</i></p>
<p>Science</p>	<p>5.1 Earth and Space</p>  <p>Describe the movement of the Earth, and other planets, relative to the sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>Describe the sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>5.2 Forces</p>  <p>Explain that unsupported objects fall towards the Earth because of the force of gravity</p> <p>Identify the effects of air resistance, water resistance and friction, that act between a moving surface</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>5.3 Properties and change in materials</p>  <p>Compare and group together materials based on, hardness, solubility, transparency, thermal and electrical conductivity and magnetism</p> <p>Give reasons, based on evidence/fair tests for particular uses of materials</p> <p>Know how to separate liquids, solids and gases using methods such as filtering, sieving and evaporating</p>	<p>5.4 Properties and change in materials</p>  <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Know that some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution</p> <p>Know that some changes result in new materials and are usually irreversible including changes associated with burning and acid on bicarbonate of soda</p>	<p>5.5 Living things and their Habitats</p>  <p>Describe the difference in life cycles of a mammal, an amphibian, an insect and a bird</p> <p>(Draw classification charts)</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Sexual and asexual reproduction in plants</p> <p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a</p>	<p>5.6 Animals including humans</p>  <p>Describe the changes as humans develop to old age</p> <p>Draw timelines to indicate stages in the growth and development of humans</p> <p>Describe changes (puberty) and reproduction in some animals. (SRE lessons)</p>

				<p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4.</p>	<p>variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough.</p>	
RE	<p><u>U2.7 Why do Hindus want to be good?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. <i>dharmā</i>, <i>karmā</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about <i>dharmā</i>, <i>karmā</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharmā</i>, <i>karmā</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. <i>karmā</i> 	<p><u>U2.3 Why do Christians believe that Jesus is the Misah?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is 	<p><u>U2.4 Christians and how to live: ‘What would Jesus do?’</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives 	<p><u>U2.5 What do Christians believe Jesus did to ‘save’ people?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus’ death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, 	<p><u>U2.8 What does it mean to be a Muslim in Britain today?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur’an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim 	<p><u>U2.10 What matters most to Humanists and Christians? (C, M, J, NR)</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p>

	<p>and <i>dharma</i>), and explain how and why they are important to Hindus</p> <ul style="list-style-type: none"> • Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view. 	<p>true, what difference that might make in people's lives, giving good reasons for their answers.</p>	<ul style="list-style-type: none"> • Articulate their own responses to the issues studied, recognising different points of view. 	<p>recognising different points of view.</p>	<p>ways of living in Britain/ Plymouth today</p> <ul style="list-style-type: none"> • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
<p>SMSC (Jigsaw)</p>	<p>Being Me in My World Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Healthy Me Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p>	<p>Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>
<p>Primary Languages (Language Angels)</p>	<p>As tu-un animal? (Do you have a pet?) Phonétique 3 (Phonics 3) é è e eau eux</p>  <p>In this unit the children will learn how to:</p>	<p>La date (The Date) é è e eau eux</p> <p>Claude Bouillon Bon appétit! Monsieur Lapin</p>  <p>In this unit the children will learn how to: Repeat and recognise the months of the year in French.</p>	<p>Chez Moi (My house) é è e eau eux</p>  <p>In this unit the children will learn how to: Say whether they live in a house or an apartment and say where it is.</p>	<p>Les vêtements (Clothes) é è e eau eux</p>  <p>In this unit the children will learn how to: Repeat and recognise the vocabulary for a variety of clothes in French.</p>	<p>Les Jeux Olympiques (The Olympic Games) é è e eau eux</p>  <p>In this unit the children will learn how to: Tell somebody in French the key facts of the history of the Olympics.</p>	<p>Les Romains (Romans) é è e eau eux</p>  <p>In this unit pupils will learn how to: Tell somebody in French the key facts and key people involved in the history of the Roman Empire.</p>

	<p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>Tell somebody in French if they have or do not have a pet.</p> <p>Ask somebody else in French if they have a pet.</p> <p>Tell somebody in French the name of their pet.</p> <p>Attempt to create a longer phrase using the connectives et ("and") or mais ("but").</p>	<p>Ask when somebody has a birthday and say when they have their birthday.</p> <p>Say the date in French.</p> <p>Create a French calendar.</p> <p>Recognise key dates in the French calendar.</p>	<p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p> <p>Tell somebody in French what rooms they have or do not have in their home.</p> <p>Ask somebody else in French what rooms they have or do not have in their home.</p> <p>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>Use the appropriate genders and articles for these clothes. Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations.</p> <p>Describe clothes in terms of their colour and apply adjectival agreement.</p> <p>Use the possessives with increased accuracy.</p>	<p>Tell somebody in French the key facts of the modern Olympic games.</p> <p>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</p> <p>Say the nouns in French for key sports in the current Olympic games.</p> <p>Conjugate the irregular verb faire ("to do") enabling the students to say what sports they play and what sports they do not play.</p> <p>Understand the concept of de la, de l' and du when you say you play a sport in French.</p>	<p>Say the days of the week in French and learn how these are related to the Roman gods and goddesses.</p> <p>Tell somebody in French what the most famous Roman inventions were.</p> <p>Learn what life was like for a rich and a poor child in Roman times.</p> <p>Introduce pupils to the concept of the negative form in French.</p>
<p>Music (Charanga)</p>		<p><u>Livin' On A Prayer</u> (Livin' On A Prayer by Bon Jovi – Classic Rock) - UKULELES</p>  <p>Lesson 1: Listen & appraise 'Livin' On A</p>		<p><u>Make You Feel My Love</u> (Make You Feel My Love by Adele/Bob Dylan – Pop Ballad)</p>  <p>Lesson 1: Listen & appraise 'Make You Feel My Love' by Adele</p>		<p><u>Dancing In The Street</u> (Dancing In The Street by Martha and The Vandellas – R&B)</p> 

		<p>Prayer' before learning to sing the song</p> <p>Lesson 2: Listen & appraise 'We Will Rock You' by Queen before learning to sing and play 'Livin' On A Prayer' instrumentally</p> <p>Lesson 3: Listen & appraise 'Smoke On The Water' by Deep Purple before singing, playing and improvising parts in 'Livin' On A Prayer'</p> <p>Lesson 4: Listen & appraise 'Rockin' All Over The World' by Status Quo before singing 'Livin' On A Prayer' and performing own compositions</p> <p>Lesson 5: Listen & appraise 'Johnny B. Goode' by Chuck Berry before choosing a composition</p> <p>Lesson 6: Listen & appraise 'I Saw Her Standing There' by The Beatles before delivering end-of-unit performance</p>		<p>before learning to sing the song</p> <p>Lesson 2: Listen & appraise 'Make You Feel My Love' by Bob Dylan before learning to sing and play 'Make You Feel My Love' by Adele</p> <p>Lesson 3: Listen & appraise 'So Amazing' by Luther Vandross before singing, playing and improvising parts in 'Make You Feel My Love' by Adele</p> <p>Lesson 4: Listen & appraise 'Hello' by Lionel Richie before singing 'Make You Feel My Love' by Adele and performing compositions from throughout the song</p> <p>Lesson 5: Listen & appraise 'The Way You Look Tonight' by Tony Bennett before practising for a performance of 'Make You Feel My Love'</p> <p>Lesson 6: Listen & appraise 'Love Me Tender' by Elvis Presley before delivering end-of-unit performance</p>		<p>Lesson 1: Listen & appraise 'Dancing In The Street' before learning to sing the song</p> <p>Lesson 2: Listen & appraise 'I Can't Help Myself (Sugar Pie Honey Bunch)' by The Four Tops before learning to sing and play 'Dancing In The Street'</p> <p>Lesson 3: Listen & appraise 'I Heard It Through The Grapevine' by Marvin Gaye before singing, playing and improvising parts in 'Dancing In The Street'</p> <p>Lesson 4: Listen & appraise 'Ain't No Mountain High Enough' by Marvin Gaye and Tammi Terrell before singing 'Dancing In The Street' and performing compositions from throughout the song</p> <p>Lesson 5: Listen & appraise 'You Are The Sunshine Of My Life' by Stevie Wonder before practising for a performance of 'Dancing In The Street'</p> <p>Lesson 6: Listen & appraise 'The Tracks Of My Tears' by Smokey Robinson and The Miracles before</p>
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						delivering end-of-unit performance
Geography	<p>The Mediterranean</p>  <p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristic, countries and major cities. (Locational Knowledge)</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region in a European country. (Place Knowledge)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, rivers, and mountains. (Human and physical geography)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use and economic activity. (Human and physical geography)</p>		<p>Biomes</p>  <p>Describe and understand key aspects of physical geography including climate zones and biomes. (Human and physical geography)</p> <p>Explore weather patterns around parts of the world. (Human and physical geography)</p> <p>Understand the weather patterns around the world and relate these to climate zones. (Human and physical geography)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. (Locational Knowledge)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,</p>		<p>Migration</p>  <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p>	

			<p>key physical and human characteristics, countries, and major cities. (Locational knowledge)</p> <p>Use the eight points of a compass. (Geographical skills and fieldwork)</p>		<p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>	
History		<p>Ancient Greece</p> <p>Pupils should be taught about Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p> <p>The children will look at significant dates and figures of the Ancient Greek civilisation linking to their learning in Year 4. (Chronological understanding)</p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Significant dates, figures and vocabulary from the Ancient Greek and Tudor and Roman periods.</p>		<p>Roman Britain</p> <p>Pupils should be taught about the Roman Empire and its impact on Britain.</p> <p><i>Including:</i></p> <ul style="list-style-type: none">-Julius Caesar's attempted invasion in 55-54 BC.-Successful invasion by Claudius and conquest, including Hadrian's Wall.-British resistance, for example Boudica <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different</p>	<p>Anglo Saxons & Vikings</p>  <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p> <p><i>Including:</i></p> <ul style="list-style-type: none">-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.- Scots invasions from Ireland to north Britain (Scotland).-Anglo- Saxon invasions, settlements, kingdoms: place names and village life.-Anglo-Saxon art and culture.	

		<p>(Chronological understanding)</p> <p>The impact on modern day Britain.</p> <p>(Depth of historical knowledge)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation & communication)</p> <p>Children will be required to use appropriate terminology, match dates to people and events and record knowledge in a variety of ways including: written form, verbally, computer generated and presentations to the class. (Organisation & communication)</p>		<p>periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Speak about how he/she has found out about the past. (Organisation & communication)</p> <p>Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes)</p> <p>Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes)</p>		<p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>Show understanding of some of the ways in which we find out about the past and identify</p>
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		<p>The children will be expected to produce an extended piece of writing to explain key aspects of a time period drawing on knowledge from previous year groups. (Organisation & communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation & communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people & changes)</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people & changes)</p>				<p>different ways in which it is represented. (Historical enquiry)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation & communication)</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Understanding of</p>
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						<p>events, people and changes)</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes)</p>
Art		<p>Skill: Sculpture Curriculum Link: History Ancient Greece</p>  <p>Artist: Grayson Perry</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p>Build on and apply their knowledge of working with clay including slabs, coils and slips to make a Greek pot.</p>		<p>Skill: Painting and textiles Curriculum Link: Geography -Tundra and Taiga</p>  <p>Artist: Alice Kettle and Hannah Rae</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>		<p>Skill: Crafting Curriculum Link: History – Anglo Saxons & Vikings</p>  <p>Artist: Anglo Saxon jewellery</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>

		<p>Use the history behind Greek pots to inspire them to design their own.</p> <p>Study and describe the art works of Grayson Perry.</p> <p>Evaluate their work against the criteria set, using appropriate vocabulary.</p>		<p>Explore and describe the work of artists who combine painting and sewing together.</p> <p>Use paint to create a background of the Tundra or Taiga as inspiration.</p> <p>Use thread and stitching to create textural marks.</p> <p>Evaluate their work against the criteria set, using appropriate vocabulary.</p> <p>Access Art Pathway Pathway: Cloth, Thread, Paint (accessart.org.uk)</p>		<p>Explore the history of crafting in Anglo Saxon times.</p> <p>Master their drawing skills to draw patterns and animals represented in Anglo Saxon jewellery.</p> <p>Learn how materials can be combined together to create models.</p> <p>Use collage – overlapping and layering to make a piece of Anglo Saxon jewellery.</p> <p>Evaluate their work against the criteria set, using appropriate vocabulary.</p>
Design Technology	<p>Skill: Cooking and Nutrition</p> <p>Focus: Culture</p> <p>Link: Mediterranean</p> <p>Product: Making a Mezze</p> <p>Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p>		<p>Skill: Mechanical systems</p> <p>Focus: Pulleys & Gears</p> <p>Link: Science – Space (Term 2)</p> <p>Product: Mars Lunar Rover</p> <p>Designing Generate innovative ideas by carrying out research using surveys, interviews,</p>		<p>Skill: Textiles</p> <p>Focus: Combing Different Fabric Shapes</p> <p>Link: Roman Britain</p> <p>Product: Tunic</p> <p>Designing Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</p>	

	<p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p>Making</p> <p>Write a step-by-step recipe, including a list of ingredients, equipment and utensils</p> <p>Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p>Evaluating</p> <p>Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p> <p>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p>		<p>questionnaires and web-based resources.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Making</p> <p>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p> <p>Evaluating</p> <p>Compare the final product to the original design specification.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Consider the views of others to improve their work.</p> <p>Investigate famous manufacturing and engineering companies relevant to the project.</p>		<p>Develop, model and communicate ideas through talking, drawing, templates, mock-ups.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Making</p> <p>Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p> <p>Evaluating</p> <p>Investigate and analyse textile products linked to their final product.</p> <p>Compare the final product to the original design specification.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work.</p> <p>Technical knowledge and understanding</p>	
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	Technical knowledge and understanding Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products.		Technical knowledge and understanding Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.		A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.	
Computing <i>IT, Digital Literacy and Computer Science.</i>	NCCE Teach Computing Computing systems and networks – Systems and searching Lesson 1 – Systems Lesson 2 – Computer systems and us Lesson 3 – Searching the web Lesson 4 – Selecting search results Lesson 5 – How search results are ranked Lesson 6 – How are searches influenced?		NCCE Teach Computing Creating media – Video production Lesson 1 – What is video? Lesson 2 – Filming techniques Lesson 3 – Using a storyboard Lesson 4 – Planning a video Lesson 5 – Importing and editing video Lesson 6 – Video evaluation		NCCE Teach Computing Programming – selection in Physical Computing Lesson 1 – Connecting crumbles Lesson 2 – Combining output components Lesson 3 – Controlling with conditions Lesson 4 – Starting with selection Lesson 5 – Drawing designs Lesson 6 – Writing and testing algorithms	NCCE Teach Computing Data and information – flat file databases Lesson 1 – Creating a paper-based database Lesson 2 – Computer databases Lesson 3 – Using a database Lesson 4 – Using search tools Lesson 5 – Comparing data visually Lesson 6 – Databases in real life
PE	Netball Lesson 1: To develop passing and moving. Lesson 2: To be able to use the attacking principle of creating and using space.	Tag Rugby Lesson 1: To develop attacking principles, understanding when to run and when to pass. Lesson 2: To be able to use the 'forward pass' and 'offside' rules.	Gymnastics Lesson 1: To be able to perform symmetrical and asymmetrical balances. Lesson 2: To develop the straight, forward, straddle and backward roll.	Tennis Lesson 1: To develop returning the ball using a forehand groundstroke. Lesson 2: To develop returning the ball using a backhand groundstroke.	Athletics Lesson 1: To be able to apply different speeds over varying distances. Lesson 2: To develop fluency and coordination when running for speed.	Cricket Lesson 1: To develop throwing accuracy and catching skills. Lesson 2: To develop batting accuracy and directional batting.

	<p>Lesson 3: To be able to change direction and lose a defender.</p> <p>Lesson 4: To be able to defend ball side and know when to go for interceptions.</p> <p>Lesson 5: To develop the shooting action.</p> <p>Lesson 6: To be able to change direction to get free from a defender and receive a pass. To learn the positions of 5-a-side netball.</p> <p>Fitness</p> <p>Lesson 1: To develop an awareness of what your body is capable of.</p> <p>Lesson 2: To develop speed and stamina.</p> <p>Lesson 3: To develop strength using my own body weight.</p> <p>Lesson 4: To develop co-ordination through skipping.</p> <p>Lesson 5: To perform actions that develop agility.</p> <p>Lesson 6: To develop control whilst balancing.</p>	<p>Lesson 3: To be able to play games using tagging rules.</p> <p>Lesson 4: To develop dodging skills to lose a defender.</p> <p>Lesson 5: To develop drawing defence and understanding when to pass.</p> <p>Lesson 6: To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p> <p>Dodgeball</p> <p>Lesson 1: To recap on the rules of dodgeball and apply them to a game.</p> <p>Lesson 2: To develop throwing at a moving target.</p> <p>Lesson 3: To use jumps, dodges and ducks to avoid being hit.</p> <p>Lesson 4: To develop catching to get an opponent out.</p> <p>Lesson 5: To select and apply tactics in the game.</p> <p>Lesson 6: To develop officiating skills and referee a dodgeball game.</p>	<p>Lesson 3: To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>Lesson 4: To be able to perform progressions of inverted movements.</p> <p>Lesson 5: To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>Lesson 6: To be able to create a partner sequence using apparatus.</p> <p>Yoga</p> <p>Lesson 1: To develop an understanding of yoga. To develop flexibility through the sun salutation flow.</p> <p>Lesson 2: To develop strength through yoga flows.</p> <p>Lesson 3: To create your own flow showing quality in control balance and technique.</p> <p>Lesson 4: To develop balance through yoga flows.</p> <p>Lesson 5: To work collaboratively to create a controlled paired yoga flow.</p> <p>Lesson 6: To create your own yoga flow that challenges technique, balance and control.</p>	<p>Lesson 3: To work cooperatively with a partner to keep a continuous rally.</p> <p>Lesson 4: To develop the underarm serve and understand the rules of serving.</p> <p>Lesson 5: To develop the volley and understand when to use it.</p> <p>Lesson 6: To use a variety of strokes to outwit an opponent.</p>	<p>Lesson 3: To develop technique in relay changeovers.</p> <p>Lesson 4: To develop technique and coordination in the triple jump.</p> <p>Lesson 5: To develop throwing with force for longer distances.</p> <p>Lesson 6: To develop throwing with greater control and technique.</p> <p>OAA</p> <p>Lesson 1: To build communication and trust whilst showing an awareness of safety.</p> <p>Lesson 2: To work as a team to solve problems, sharing ideas and collaborating with one another.</p> <p>Lesson 3: To develop tactical planning and problem solving.</p> <p>Lesson 4: To share ideas and work as a team to solve problems.</p> <p>Lesson 5: To develop navigational skills and map reading.</p> <p>Lesson 6: To use a key to identify objects and locations.</p>	<p>Lesson 3: To develop catching skills (close/deep catching and wicket keeping).</p> <p>Lesson 4: To develop overarm bowling technique and accuracy.</p> <p>Lesson 5: To develop a variety of fielding techniques and to use them within a game.</p> <p>Lesson 6: To develop long and short barriers and apply them to a game situation.</p> <p>Swimming</p> <p>Please speak with PE lead.</p>
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