



Year 5

Autumn - Blackheath and the Blitz

Spring - Reach for the Stars

Summer - Shields, Swords and Settlers





Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject – Science - Animals including Humans



Prior Learning	In Year 4, the children have learnt about the simple functions of the digestive system in humans; identified the different types of teeth and their simple functions and constructed and interpreted a variety of food chains, identifying producers, predators and prey.
What Comes Next	In Year 6, the children learn about the main parts of the circulatory system; the impact of diet, exercise and drugs on the way their bodies function and describe the ways in which nutrients and water are transported within animals including humans.
Key Vocabulary	Growth, development, puberty, gestation, foetus, toddler, adolescent, reproduce, deteriorate

Notes and Guidance	Skills	Knowledge
<p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments <p>Animals, including Humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age 	<ul style="list-style-type: none"> Those humans' cells reproduce less effectively as we age, That different animals have different gestation periods. That humans undergo significant changes during puberty

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Prior Learning	In Year 4, children have grouped things in a variety of ways, explored the use of classification keys to group living things in the wider environment and recognised that environments can change and that this can sometimes pose dangers to living things.	
What Comes Next	Children will continue learning in the Key Stage 3 curriculum.	
Key Vocabulary	Reproduction, mammal, reptile, amphibian, insect	
Notes and Guidance	Skills	Knowledge
<p>Pupils should study and raise questions about their local environment throughout the Year. They should observe life-cycle changes in a 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 and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils might work scientifically by observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> That life-cycle changes can be seen in a variety of living things such as vegetable gardens or flower borders (that over the course of a period of time, plants will grow, reproduce, disperse their seeds (then in some cases die). That there are different types of reproduction, including sexual and asexual reproduction in plants. That new plants can be grown from different parts of a parent plant,
<p>Enrichment</p> <p>During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.</p>		



Prior Learning	In Year 4, pupils study the impact of the Roman Empire. They will be aware that there have been settlers in Britain from various nations.
What Comes Next	This will be the children's final exposure to British history at Primary school. In Year 6, children will study the Shang Dynasty of Ancient China.
Key Vocabulary	Conflict, Dunkirk, D-Day, Pearl harbour, Blitz, Holocaust, propaganda

Notes and Guidance	Skills	Knowledge
<p>Children learn the causes and key facts about World War Two. They will become familiar with some of the key events of the war, e.g. the D-Day Landings and will also learn about the Holocaust and how Jewish people were treated at this time.</p> <p>Year 5 will also focus on the area that they live in and how the local area was affected by the war. This will include living history examples where possible and drawing on the experiences of the children's own families.</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda • Start to understand the difference between primary and secondary evidence and the impact of this on reliability • Begin to evaluate the usefulness of different sources • Recognise when they are using primary and secondary sources of information to investigate the past • Use a wide range of different evidence to collect evidence about the past such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Draw a timeline with different historical periods showing key historical events or lives of significant people • Describe the main changes in a period of history using terms such as social, religious, political, technological and cultural • Identify periods of rapid change in history and contrast them with times of relatively little change • Use dates and terms accurately to describe events • Use appropriate historical vocabulary to communicate including dates, time period, era, chronology, change, century and decade • Begin to present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as accounts, diaries, letters, information/travel guides, posters/news reports • Talk about events of the past with increasing confidence and accuracy 	<ul style="list-style-type: none"> • WW2 currently remains within living memory and where it is placed on the timeline of British History • The reasons why WW2 began and the key figures involved in the conflict (Churchill, Hitler, Stalin, Chamberlain etc.) • The key events of the war and their chronology (Germany invading Poland, Dunkirk, Battle of Britain, Pearl Harbour, D-Day) • The methods of propaganda used to persuade people to fight, grow their own food and follow blackout rules • The reasons why children were evacuated from cities and what their experiences would have been like • How the people of Blackheath and surrounding areas lives were changed by the war • What life would have been like in the local area during the war, and how it compares to before the war and the present day • How the war changed the lives of the people of Blackheath in the Years after the war • What the Holocaust was and why it happened

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - Geography



Prior Learning	In Year 4, children have studied At Risk Environments and the Roman empire they will have used atlases to locate areas in Europe. They have studied British geography in the Roman period.
What Comes Next	Children will study differing environments, China and the USA
Key Vocabulary	Allies, Axis Powers, Western/ Eastern Front, Non-European, annexed, occupied, neutral, evacuate, Luftwaffe

Notes and Guidance	Skills	Knowledge
There will be a focus on human and physical geography, looking at how economic activity and distribution of resources were affected by WW2. We explore topical geographical issues, such as evacuation, linked to the major cities and the impact of WW2 on the landscape and resources. The children will also build on their atlas and map skills to identify countries and continents of allies and axis powers.	<ul style="list-style-type: none"> To locate the countries involved in WW2 on a map To locate the English Channel on a map To locate some of the Luftwaffe targets in the UK To locate the surrendering countries on a map of 1945 Europe To locate the Axis powers on a map of 1945 To locate the Western and Eastern front on a map To locate non-European countries involved in WW2 on a map To explain how borders have changed over time (UK and European) To locate the areas children were evacuated from on a map To locate the areas children were evacuated to on a map To investigate the local areas that were bombed and why they were targeted. 	<ul style="list-style-type: none"> To name the countries involved in WW2 To know which countries formed the Allies To know which countries formed the Axis powers, including Japan and Italy To identify countries that were annexed, occupied or neutral during WW2 and recognise how this changed over time. To identify areas where children were evacuated from To identify areas children were evacuated to To know the local areas that were bombed (Coventry)

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject – Religious Education



Prior Learning	In Year 4, children learnt about the creation stories of the bible as well as learning about Good Friday and the Pentecost. They have previously learnt about Hinduism in Year 3 and what it is like to be a Hindu in Britain.	
What Comes Next	In Year 6, children's learning about Christianity will focus on thinking about justice and charity. They will learn more about Hinduism when focusing on prayer in different religions.	
Key Vocabulary	Biblical text, divine being, humanity, cathedral, holy. Dharma, karma, samsara, moksha, soul.	
Notes and Guidance	Skills	Knowledge
<p>U2.I – 'What does it mean for Christians to believe that God is holy and loving?'</p> <p>U2.II – 'Why do Hindus try to be good?'</p>	<p>U2.I</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own <p>U2.II</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the blind men and the elephant and explain how it relates to Hindu beliefs about samsara, moksha etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect Hindu ideas about the stages of life [4 ashramas] with ideas of how to live well [karma] and with beliefs about reincarnation [dharma, moksha] 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. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. 	<p>U2.I</p> <ul style="list-style-type: none"> Some types of biblical texts and use terms accurately. The connections between biblical texts and Christian ideas of God. How Christians put their beliefs into practice in worship. <p>U2.II</p> <ul style="list-style-type: none"> About Hindu beliefs and how the story of the man in the well relates to Hindu beliefs about samsara and moksha. What Hindus believe, how they live and their views on reincarnation. How Hindus put their beliefs into practice in different ways.
<p>Enrichment</p> <p>During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.</p>		



Prior Learning	In Year 4, children developed their painting techniques when producing pictures inspired by Claude Monet with a focus on impressionist techniques. When drawing, they developed their shading and line techniques to show movement when drawing people and perspective when drawing buildings.
What Comes Next	In year 6, the children will continue to develop their drawing techniques when completing line drawings of animals. In painting, they will create landscapes inspired by the work of Vincent Van Gogh.
Key Vocabulary	Painting: atmosphere, tonal, pale pastel, bold, airscape, scenery, horizon, traditional, modern, comparison, differences/similarities Drawing: vertical, horizontal, angle, proportion, technique, contrast, scale, focal point, mood, feeling, evaluate, analyse, tessellate, refine, alter, modify, reflection

Notes and Guidance	Skills	Knowledge
<p>Artists: Henry Moore (English Artist 1898-1986) (Painting unit)</p> <p>Guy De Montlaur (French painter/resistance fighter in WW2 1918-1977) (Drawing unit- chucks and charcoal)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists working in different times and cultures Explore the work of Guy de Montlaur and Henry Moore Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and evaluate their work Use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none"> Choose and apply contrasting and complimentary colours for effect Paint sharp and gradated colour changes for effect Select and create a colour palette, demonstrating mixing techniques <p>Drawing</p> <ul style="list-style-type: none"> Create detailed drawings and experiment using chalk and charcoal Use blending and shading to show texture Begin to use a variety of techniques to add effects, e.g. reflection 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> A few facts about Guy de Montlaur and Henry Moore The links between the topic title and Guy de Montlaur's career <p>Painting</p> <ul style="list-style-type: none"> How contrasting and complementary colours can affect their work That colour changes can be sharp or gradual Which colours to select and use in a specific colour pallet <p>Drawing</p> <ul style="list-style-type: none"> How to create detail using different implements e.g. chalk and charcoal How to blend using different resources How to use chalk and charcoal to create texture

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - Design Technology



Prior Learning	The children will have initial experience of using computer control software and an interface box, a standalone box or microcontroller. They also have some experience of writing and modifying a program to make a light turn on or flash on and off. From Year 4 science, they have an understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product.
What Comes Next	The children will transition to high school and the KS3 curriculum.
Key Vocabulary	Reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit, function, innovative, design specification, design brief, user, purpose. Crumble software, sparkles

Notes and Guidance	Skills	Knowledge
<p>POAP – Electrical Systems- monitoring and control</p> <p>Outcome - A night light</p>	<p>Designing</p> <ul style="list-style-type: none"> Develop a simple design specification for a functional product that responds automatically to changes in the environment. Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. <p>Making</p> <ul style="list-style-type: none"> Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program (Crumble) to enable their electrical product to respond to changes in the environment. <p>Evaluating</p> <ul style="list-style-type: none"> Continually evaluate and modify the working features of the product to match the initial design specification. Test the system to demonstrate its effectiveness for the intended user and purpose. 	<ul style="list-style-type: none"> Know and use electrical systems in their products. Know the use of computer control systems in products. Apply their knowledge of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Prior Learning	In Year 4, children developed their musical vocabulary to include timbre and recognised note values for crotchets, minims, semi-breves, quavers and semi-quavers. Children started to improvise melodic phrases within a structure and indicate tempo in their compositions.		
What Comes Next	In Year 6, children will extend their knowledge of musical language by looking at 3/ 4 and 4/4 time and the pentatonic scale. They will develop their awareness of notation to include accidentals. In compositions, they will layer melodic phrases and improvise their own intros/ bridges / outros for songs.		
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, texture, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, crescendo, diminuendo, round, ostinato, riff, renaissance, baroque, classical, romantic, 20th century/ modern, composer, binary, ternary		
Notes and Guidance		Skills	Knowledge
<p><u>Autumn 1</u></p> <p>Sing for pleasure – Hey Mr Miller use Singup PPT and let children watch score.</p> <p>Play some stave reading games.</p> <p>Playing</p> <p>Play along 'In the Mood – Rhythm play along (with dynamics)' on YouTube</p> <p>Composing</p> <p>Rhythm activities – link rhythm grid and 'ti''ta' to 'dit' and 'dah' in Morse code. (Use orchestral background)</p> <p>Grazyna Bacewicz – Overture BBC Ten Pieces</p> <p>Use Morse code to create musical patterns</p> <p>Come up with important WW2 words and explore using these for repeating patterns (or just the initial sound (S in Safety) as a repeating pattern).</p> <p>Google Chrome music lab to notate the Morse code. Use Grazyanas 'V' first then children choose their own: Layering rhythms/ using technology.</p> <p>Use one box for a dot and a box then a space for a dash.</p> <p>If there is time, play their composition on chime bars or boom whackers (ensemble).</p> <p><u>Autumn 2</u></p> <p>Sing It's a long way to Tipperary (written in a pub in Oldbury!) on Sing up.</p> <p>Start harmony if time.</p> <p>We'll Meet Again</p>		<ul style="list-style-type: none">• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.• Sing 3 part rounds, partner songs, and songs with multiple sections: verse, chorus, bridge etc.• Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C/ do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.• To listen to and recall a range of sounds and patterns with confidence.• Read and perform pitch notation within an octave (e.g. C-C/ do-do)• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	<ul style="list-style-type: none">• Compare and evaluate different kinds of music using appropriate musical vocabulary.• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
Enrichment			
During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.			



Topic – Blackheath and the Blitz
Year 5 – Autumn Term
Subject – Computing



Prior Learning	In Year 2, children built on their word processing skills learned in Year 1. They learned how to insert a picture into Microsoft Word and how to create a present a fact file.
What Comes Next	In Year 6, children will learn to format text using a variety of functions and use the insert tab to add media to their presentations.
Key Vocabulary	Page layout, columns, header, footer, box, shape, structure, document, article, report, produced, distributed, style, themes, right-click

Notes and Guidance	Skills	Knowledge
In this unit, children will apply their knowledge and skills learned in Microsoft Word. They will use shapes and text boxes to create a template, type in their report and add images to support their writing. Children will use effects on the page, including background colour.	<ul style="list-style-type: none">• Insert a textbox and format it to create columns• Insert a header and a footer• Insert a text box /shape to add structure to a document• Locate an appropriate image on Google Images to insert in their in their report• Type a longer passage with increasing keyboard accuracy.• Explain that for most people the internet is an integral part of life and has many benefits, both personal and professional.	<ul style="list-style-type: none">• How articles/reports are digitally produced to be distributed online and printed.• The style/theme of a document needs to be appropriate for purpose and audience. E.g. a WWII newspaper report• How to right-click an underlined word to check the spelling.

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - Physical Education **Teacher P. E**



Prior Learning	In Key Stage one children have developed their shooting skills and started to learn the rules of some invasion games. In Year 3, children learnt some basketball skills. This is the first time the children have played netball. In Year 3, the children had their first experience of badminton and began to learn some of its rules and how to hit the shuttlecock.		
What Comes Next	In Year 6, children have the chance to become part of school’s netball team and to continue to develop learnt skills. Children will continue to develop net and wall skills by completing a unit on tennis.		
Key Vocabulary	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot. Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, underarm, overarm, position, ready, clear, overhead, singles, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement.		
Notes and Guidance		Skills	Knowledge
Autumn 1: Netball PE Hub Unit Autumn 2: Badminton PE Hub Unit		Netball <ul style="list-style-type: none">To be able to use some specific netball skills in games confidently, e.g. pivoting, dodging, bounce pass.To begin to play efficiently in different positions on the court in both attack and defence.To increase power and strength of passes. Badminton <ul style="list-style-type: none">To use different types of serves in game and new shots learnt in games.To play with others to score and defend points in competitive games.To move confidently around the area using footwork techniques.Develop further ways of playing with others cooperatively and in competition.	Netball <ul style="list-style-type: none">To know the terms pivoting, dodging and bounce pass in terms of netball.To know some key parts of netball and why they are important for the game.To know the difference between attack and defence and to be able to describe some attacking/ defending skills used in games. Badminton <ul style="list-style-type: none">To know that all service must begin with the racket below waist height and that you cannot serve overhead.To know different techniques to move around the court.To know a variety of shots to use in games and the appropriate times to use these.
Enrichment During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee			



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - Physical Education **Sports Coach P. E**



Prior Learning	In Year 4, children started to think about weight, space and rhythm as they performed. In football, they practised their dribbling and shooting skills.		
What Comes Next	In summer term, children have the chance to further embed the dance skills taught when they complete a unit on English country-dance. In football, they will combine all skills learnt so far in team game situations in Year 6.		
Key Vocabulary	Motifs, creatively, collaboratively, adapt, refine, weight, space, rhythm, style of dance, hand jive, prop, performance. Turn, travel, effectively, combine, space.		
Notes and Guidance		Skills	Knowledge
Autumn 1: Topic based dance Autumn 2: Football		<p>Topic based dance</p> <ul style="list-style-type: none"> • Compose motifs and plan dances creatively and collaboratively in group of differing sizes. • Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. (Hand jive context) • Recognise and comment on dances, showing an understanding of style. • Begin to use props within a performance. <p>Football</p> <ul style="list-style-type: none"> • Turn with the ball • Travel quickly and effectively when running with the ball • Combine running with a ball and sending into a space 	<p>Topic based dance</p> <ul style="list-style-type: none"> • How to plan a dance as a group and how to combine motifs repeating the key ideas throughout the dance. • How to use weight (e.g. transferring weight from one foot to another in rock steps), space and rhythm (hand rhythms/ patterns) when performing a hand jive. • The differences between hand jive and other styles of dance they have studied. • How to safely use a prop within a dance. <p>Football</p> <ul style="list-style-type: none"> • How to receive and turn with the ball quickly. • Practice exercises to help them to travel quickly and effectively with the ball, e.g. changing direction with the ball and kicking the ball forward to chase and dribble. • How to combine skills in football (space and passing) to help their team to advance.
<p>Enrichment</p> <p>During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee</p>			



Topic – Blackheath and the Blitz
Year 5 – Autumn Term
Subject – PSHE



Prior Learning	Children have explored character traits of themselves and others. They have looked at how to identify bullying and explored abstract emotions. Children have focussed on the effects of alcohol and the benefits of active lifestyle. They have thought about which adults to go to if they need support with their health.
What Comes Next	Children will understand and address inappropriate character elements. They will learn how to promote their own self-esteem and label their own character traits in real-life contexts. Children will find out how to gain evidence of bullying online. They will explore healthy and unhealthy eating and the effects of unhealthy eating. Children will understand the effects of cannabis and volatile substance abuse and where to go to seek support.
Key Vocabulary	characteristics, good friend, problem-solving, working together, resolve, conflict, positive, negative, thoughts, feelings, legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen, stereotypes

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (Friendships)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p>	<ul style="list-style-type: none"> Identify a wide range of characteristics that contribute towards being a good friend (HMHM unit) Understand the importance of working together and to identify features of effective collaboration (HMHM unit) Understand the importance of helping each other resolve conflicts (HMHM unit) Outline possible strategies to resolve conflict in a range of situations (HMHM unit) Understand the importance of resolving conflicts and moving on (HMHM unit) Identify different types of bullying (including online) and what they can do to help themselves or their peers (Anti-bullying week) Recognise that their preferences, thoughts and feelings may differ to others (HMHM unit) Identify characteristics and mental and physical benefits of an active lifestyle (PE) Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (PE) Explore a range of legal and illegal drugs, their risks and effects (CWP unit) Consider attitude and beliefs about drug use and drug users (CWP unit) Consider strategies to resist drug use (CWP unit) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> What characteristics are needed to be a good friend (BV – Mutual Respect, Tolerance, Individual Liberty) How to support each other to problem-solve (BV – Mutual Respect, Tolerance, Individual Liberty) The importance of forgiveness and moving on (BV – Mutual Respect, Tolerance) The different types of bullying (BV – Mutual Respect, Tolerance) How to show respect and tolerance towards others with different views, opinions and beliefs (BV – Mutual Respect, Tolerance) The benefits of regular exercise on a person's physical and mental health (BV – Mutual Respect, Individual Liberty) About a range of legal and illegal drugs health (BV – Rule of Law, Individual Liberty) What the risks and effects of illegal drugs are (BV – Rule of Law, Individual Liberty) What to do to resist peer pressure (BV – Rule of Law, Individual Liberty, Mutual Respect)

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee



Topic – Blackheath and the Blitz

Year 5 - Autumn Term

Subject – French



Prior Learning	Children in Year 4 during summer term learnt about the Rainforest. They described animals using adjectives. During Summer 2 children learnt to talk about their daily routine using time connectives.		
What Comes Next	During the Spring term, the children learn about space and to describe planets using adjectives and learning about the agreement system. In Spring 2, they then to describe their town. They also learnt to situate the main rivers and cities on a map of France.		
Key Vocabulary	Con junction, justification, commas, capital letter, full stop, con junction, simple sentence, complex sentence, noun, determiner, adjective, special character (accent, cédille)		
Notes and Guidance		Skills	Knowledge
<p>Year 5 progress onto recognising a wider range of phonemes and start to read some new words using their phonetic knowledge.</p> <p>‘School subjects’ – Children learn the names of school subjects and say what they think about them using longer sentences with the conjunctions “but” and “because”. They learn about the French school system.</p> <p>‘At the fair’ – Children learn the names of rides and add to their repertoire of justifications to express what they think about it.</p>		<p>Speaking</p> <ul style="list-style-type: none">Express their opinion using a wider range of conjunctions (and, but, because) <p>Listening</p> <ul style="list-style-type: none">Understand a text made up of familiar language. The text contains simple and complex sentences. <p>Reading</p> <ul style="list-style-type: none">Understand a text made up of familiar languages containing simple and complex sentencesstart reading texts which are authentic materials <p>Writing</p> <ul style="list-style-type: none">Write at longer length on the topic studied using the conjunctions and, but and because	<ul style="list-style-type: none">The names of school subjects (the ones taught at Highfields)The names of rides (roller coaster, merry-go-round, big wheel, pirate ship, ghost train, flying chairs)I like, I don’t like, I hate, I love, It’s ok, I don’t knowJustifications (extended from previous topic)Conjunctions: and, but, becauseAsking and answering questions about the fair.Do you like the pirate ship? Yes, I like. ... No, I do not like. I prefer. ...)
<p>Enrichment</p> <p>During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee</p>			



Topic – Reach for the Stars
Year 5 - Spring Term
Subject – Science - Space



Prior Learning	This is the first time the children have learnt about Space.
What Comes Next	Children will explore the Key Stage 3 curriculum in their high school.
Key Vocabulary	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, solar system, gravity, galaxy, orbit, planet, geocentric, heliocentric,

Notes and Guidance	Skills	Knowledge
<p>Pupils should find out about the way that ideas about the solar system have developed understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p> <p>Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments <p>Space</p> <ul style="list-style-type: none"> Describe the movement of the earth, and other planets, relative to the Sun in the solar system. Describe the movement of the moon relative to the earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> That the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune That a moon is a celestial body that orbits a planet That it is not safe to look directly at the sun, even when wearing dark glasses. That the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus

Enrichment
During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.



Prior Learning	Year 3 children investigated magnets in their forces topic and compare how things move on different surfaces.
What Comes Next	Children will explore the Key Stage 3 curriculum in their high school.
Key Vocabulary	Resistance, friction, lever, pulley, spring.

Notes and Guidance	Skills	Knowledge
<p>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel.</p> <p>Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravity.</p> <p>Pupils might work scientifically by exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments <p>Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards earth because of the force of gravity acting between the earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> That forces that make things begin to move, get faster or slow down That friction has an effect on movement and find out how it slows or stops moving objects That levers, pulleys and simple machines have an effect on movement

Enrichment
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Topic – Reach for the Stars
Year 5 - Spring Term
Subject - Geography



Prior Learning	In Year 4, children have studied At Risk Environments and the Roman Empire. They will have used atlases to locate areas in Europe.
What Comes Next	Children will study differing environments: China and the USA
Key Vocabulary	Atlas, compass, North, South, East, West, North-East, South-East, North-West, South-West, digital map, grid reference, symbols, index, topographical map, contour lines, co-ordinates, longitude, latitude, key, Ordnance Survey, similarities, differences, easting, northing

Notes and Guidance	Skills	Knowledge
In this unit, the children will build on their mapping skills looking at how to use and interpret maps. They will look more closely at maps of the UK, further developing their locational knowledge of different counties as they find out about contour lines, scale, distance and symbols.	<ul style="list-style-type: none"> Find countries in Europe and South America on a map Find cities in the UK on a map and identify some of their features/landmarks Find information in an atlas using the index and simple co-ordinates Recognise similarities and differences in photographs of the same location over time (Merry Hill) Find similarities and differences between maps of the same location over time (Merry Hill) To use a key to describe features on an Ordnance Survey map Use 8 compass points to describe routes on a map To use 4 or 6 figure grid references to locate places on a map To plan a journey using the 8 compass points and 4 or 6 figure grid references To use contour lines to show the height of the land 	<ul style="list-style-type: none"> Find countries in Europe and South America on a map Find cities in the UK on a map and identify some of their features/landmarks Find information in an atlas using the index and simple co-ordinates Recognise similarities and differences in photographs of the same location over time (Merry Hill) Find similarities and differences between maps of the same location over time (Merry Hill) To use a key to describe features on an Ordnance Survey map Use 8 compass points to describe routes on a map To use 4 or 6 figure grid references to locate places on a map To plan a journey using the 8 compass points and 4 or 6 figure grid references To use contour lines to show the height of the land

Enrichment

During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.



Prior Learning	In Year 4, children learnt about the creation stories of the bible as well as learning about Good Friday and the Pentecost. In Autumn term, they learnt about Christians' view that God is holy and loving.
What Comes Next	In Year 6, children's learning about Christianity will focus on thinking about justice and charity. They will learn more about Hinduism when focusing on prayer in different religions.
Key Vocabulary	Biblical texts, Kingdom of God, transform, incarnation, salvation, sacrifice, resurrection.

Notes and Guidance	Skills	Knowledge
<p>U2.7- 'For Christians, what kind of King was Jesus?'</p> <p>U2.4- 'What do Christians believe Jesus did to 'save' people?'</p>	<p>(U2.7, U2.4)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • 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 belief in the Kingdom of God and how Christians put their beliefs into practice. • Show how Christians put their beliefs into practice in different ways. • 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"> • Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. • Articulate their own responses to the idea of the importance of love and service in the world today. • 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, recognising different points of view. 	<p>U2.7, U2.4</p> <ul style="list-style-type: none"> • Know the links between biblical texts and the concept of the Kingdom of God. • Know that texts can be interpreted in different ways; giving different meanings to people. • Know the meanings of Incarnation and Salvation • Know what Christians mean when they say Jesus' death was a sacrifice. • Know how Christians put their beliefs into practice in different ways.

Enrichment
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Prior Learning	In Year 3, children were introduced to weaving in textiles/Collage.	
What Comes Next	The children will transition to high school where they will continue with their textiles education.	
Key Vocabulary	Textile/ Collage: attach, stuffing, applique, layers, combine, stitching, embroidery, cross stitch, running stitch, embellish, aesthetic, enhance, accentuate, glue batik	
Notes and Guidance	Skills	Knowledge
During this term, the children will complete a textiles unit where they produce a batik on a space theme.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists working in different times and cultures Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and evaluate their work Use sketchbooks to collect and record ideas and practise techniques <p>Textile/ Collage</p> <ul style="list-style-type: none"> Experiment with combinations of materials and techniques (e.g. batik) Combine pattern and shape in batik To use techniques to create intricate patterns e.g. surface of the moon Experiment with a range of textiles to find the appropriate background for their piece Justify the materials they have chosen Express their ideas through batik Choose and use appropriate tools to create different effects in the glue 	<p>Textile/ Collage</p> <ul style="list-style-type: none"> What the term 'mixed media' means The principles of glue batik Different ways to embellish their work
<p>Enrichment</p> <p>During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.</p>		



Prior Learning	The children have experience from their work in Year 4 of axels, axel holders and wheels that are fixed or moving. In Autumn term, they gained a basic understanding of electrical circuits, simple switches and components. Earlier construction projects have given them experience of cutting and joining techniques with a range of materials including card, plastic and wood, as well as an understanding of how to strengthen and stiffen structures.
What Comes Next	The children will look again at mechanical systems during summer term; this time with a focus on cams.
Key Vocabulary	Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axel, motor circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief

Notes and Guidance	Skills	Knowledge
<p>POAP – Mechanical system, pulleys and gears</p> <p>Outcome – A pulley driven vehicle (space rover)</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Making</p> <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> Compare the final product to the original design specification. 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. Investigate famous manufacturing and engineering companies relevant to the project. 	<ul style="list-style-type: none"> Know that mechanical and electrical systems have an input, process and an output. Know how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project. (see skills grid)

Enrichment
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Topic – Reach for the Stars
Year 5 - Spring Term
Subject - Music



Prior Learning	In Year 4, children developed their musical vocabulary to include timbre and recognised note values for crotchets, minims, semi-breves, quavers and semi-quavers. Children started to improvise melodic phrases within a structure and indicate tempo in their compositions.
What Comes Next	In Year 6, children will extend their knowledge of musical language by looking at 3/4 and 4/4 time and the pentatonic scale. They will develop their awareness of notation to include accidentals. In compositions, they will layer melodic phrases and improvise their own intros/ bridges / outros for songs.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, texture, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, crescendo, diminuendo, round, ostinato, riff, renaissance, baroque, classical, romantic, 20th century/ modern, composer, binary, ternary

Notes and Guidance	Skills	Knowledge
<p><u>Spring 1</u> New World – Composers influenced by travel, war and space exploration – late 19th /Early 20th century</p> <p>Listening: Brahms Hungarian Dances Charanga – use the 8 animals on the ‘find the pulse’ activities to choose an animal for each of the parts and move to each. Samuel Coleridge Taylor – spirituals Sing – deep river</p> <p>Dvorak – New World Symphony (Largo) Ternary form Listen to shape of melody. Split A4 paper into 3 horizontal sections. Listen first and use finger to draw line, then using pencil/ pen draw a line showing ups and downs of the melody. (Guidance on Ten pieces pdf) Playing – SIPS PPT notation for largo Composing – own ternary form piece 8 bars each using glockenspiel to experiment first then on music notepad IF THERE IS TIME. Limit tone sets – Dvorak used only C-G and not F. Set up student accounts on charanga so they can keep coming back to it. Keep largo rhythm and choose own notes. If there is no time, it is ok to write pitch names above rhythm when they are using glockenspiels. Perform their compositions!</p> <p>Focussed listening: how composers are influenced – Mars/ Imperial theme, Dvorak/ Jaws, Tchaikovsky/ Nutcracker/ Home Alone/ Harry Potter (John Williams video and PPT)</p>	<ul style="list-style-type: none"> • Sing 3 part rounds, partner songs, and songs with multiple sections: verse, chorus, bridge etc. • Perform a range of songs in school assemblies • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one-stave and using notes within the Middle C-C/ do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. • To listen to and recall a range of sounds and patterns with confidence. • Compose a ternary piece • Read and perform pitch notation within an octave (e.g. C-C/ do-do) • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<ul style="list-style-type: none"> • To describe, compare and evaluate different types of music, beginning to use musical vocabulary in their comments. • To comment on the success of their own and others’ work, suggesting improvements on intended outcome • Compare and evaluate different kinds of music using appropriate musical vocabulary. • Understand the different cultural meanings and purposes of music, including contemporary culture. • Further, understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

Enrichment
During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK’s largest planetarium, it offers the children a first-hand experience of life under the stars.



Prior Learning	No prior learning of 2animate		
What Comes Next	In Year 6, children will learn to play an animation frame by frame, explore stop motion animation and create their own stop motion animation characters using plasticine.		
Key Vocabulary	Frame, onion skinning, speed, flipbook, line drawing, movement, zoetrope, honest, truthful, search engine, ranked, selected, targeted, app, website, private information.		
Notes and Guidance		Skills	Knowledge
In this unit, children will be using 2Animate to create a still drawing animation. They will use paint tools to draw pictures and use multiple frames to convey movement. Children will learn how animations are created from simple line drawings and know about the history of animation.		<ul style="list-style-type: none"> • Open and login to 2animate on Purple Mash • Add a background to the animation • Use a variety of painting tools to paint a picture • Add and remove frames from the animation • Use the 'Onion Skinning' tool to build on their previous frame. • Add sound effects to their animation frames • Alter the speed of their animation frames. • Explain why information found online may not always be honest or truthful. 	<ul style="list-style-type: none"> • How a flipbook animation works • Simple line drawings form the basis of an animation. • Animation conveys movement in pictures. • Animation can be seen as far back in the 1800s with a 'zoetrope'. • Animation is widely used in video games, cartoons and films. • What a search engine is and how information inputted is stored. (Digital Footprint) • How apps and websites may share private information.
Enrichment During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.			



Prior Learning	In Year 4, children related strength and flexibility to the movements that they created. In Year 4, children participated in a residential to Bell heath where they developed their resilience in a range of problem-solving contexts.		
What Comes Next	In Year 6 in gymnastics, children continue to develop sequence work and incorporate apparatus into their routines. In Outdoor/ Adventurous in Year 6, children will take part in more complex activities and will begin to give roles within teams.		
Key Vocabulary	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, aesthetics. Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual.		
Notes and Guidance		Skills	Knowledge
Spring 1: Gymnastics Unit 1 The PE Hub Spring 2: Outdoor/ Adventurous The PE Hub		Gymnastics Unit 1 <ul style="list-style-type: none"> Create longer and more complex sequences including symmetry and asymmetry. Perform counterbalances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and select components (e.g. timing) as areas for improvement. Outdoor/ Adventurous <ul style="list-style-type: none"> To explore ways of communicating in a range of challenging activities. To navigate and solve problems from memory. To develop and use trust to complete the task and perform under pressure. 	Gymnastics Unit 1 <ul style="list-style-type: none"> To know what a counter-balance is and to be able to create one with a partner. To know what makes a performance aesthetically pleasing. To know what symmetry is and how to use these in performances. Outdoor/ Adventurous <ul style="list-style-type: none"> To know what Morse code is and how this can be used to communicate. To know strategies to communicate with team members. To know what orienteering is and to use memory to find given sites within school.
Enrichment During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.			



Prior Learning	In Year 4, in uni-hoc, the children learnt how to use a push pass to send the ball and developed their attacking and defensive skills. In Year 4, in gymnastics, children related strength and flexibility to the movements that they created.
What Comes Next	In Year 6 in gymnastics, children continue to develop their movements and relate these to music. In Year 6, in uni-hoc, children will develop and combine all skills learnt in match situations and recognise good individual and team performances.
Key Vocabulary	Turn, combine, sending space, uni-hoc skills, maintain, position. Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, aesthetics.

Notes and Guidance	Skills	Knowledge
<p>Spring 1: Uni-Hoc</p> <p>Spring 2: Gymnastics</p>	<p>Uni-Hoc</p> <ul style="list-style-type: none"> • Turn with the ball • Combine running with the ball and combine sending it into a space. • Maintain position when attacking to create space. <p>Gymnastics</p> <ul style="list-style-type: none"> • Create longer and more complex sequences including symmetry and asymmetry. • Perform counterbalances. • Take the lead in a group when preparing a sequence. • Develop symmetry individually, as a pair and in a small group. • Compare performances and judge strengths and select components (e.g. timing) as areas for improvement. 	<p>Uni-Hoc</p> <ul style="list-style-type: none"> • How to turn with the ball (keeping stick touching the ball, keeping eyes focused on the ball.) • How to combine uni-hoc skills to play in a game situation. • Maintaining a position rather than moving towards the ball creates more space for their team to attack. <p>Gymnastics</p> <ul style="list-style-type: none"> • Symmetrical is a shape that is the same on both sides of the centre line. • Asymmetrical is a shape that is different on both sides of the centre line. • How to accurately use symmetry when performing a sequence • Different components of routines (e.g. timing) that can be used when judging performances.

Enrichment
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Prior Learning	The children have learned that changes in families are normal and how to be comfortable with the emotions linked to such changes. They have learned how to give examples of how to be respectful online. They learned what it means to be 'mindful' and will have started to consider the benefits of mindfulness and develop their understanding of what it means to be a resilient person. They have learned how to identify a casualty who is having an asthma attack (basic first aid lessons), assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma (basic first aid lessons). They are taught to seek medical advice, and help, if required, if someone is having an asthma attack (basic first aid lessons)	
What Comes Next	Children will learn to understand that change happens and that this can feel uncomfortable, but that this is okay. They will how to respect people online and face-to-face. They will identify times they may benefit from engaging in mindfulness activities. The importance of staying positive during life situations and to ride a bike safely and understand what positive impact this has on their body/environment (Bikeability). They will learn how to place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons). They will when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help (basic first aid lessons).	
Key Vocabulary	Safety, minor, severe, bleeding, heart, arteries, veins, positioning, shock, oxygen, red blood cells, circulating, white blood cells, infection, bandaging, reassuring, unresponsive, alert, Primary survey, respiratory rate, heart rate, pulse, ABC, C.P.R, recovery position, monitor, resuscitate, conduct, airway, breathing, circulation, compressions, rescue breaths	
Notes and Guidance	Skills	Knowledge
<p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Spring 1 - Healthy Mind, Happy Me unit (Belonging)</p> <p>Spring 2 – Basic First Aid</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p><i>Skills and knowledge for curriculum areas 'Online relationships'/Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> Understand the different features of what makes a good school (HMHM unit) Understand that all families are different (HMHM unit) Identify important figures in their lives and understand how these figures can offer different things depending on the context (HMHM unit) Discuss ways in which they could help others to feel like they belong (HMHM unit) How to support their friends Identify what it means to feel 'safe' and why this is important for everyone (HMHM unit) What safe means in different contexts Ensure the safety of themselves and others (basic first aid lessons) Assess a casualty's condition calmly and give first aid to a casualty who is bleeding (basic first aid lessons) Give first aid to a casualty who is in shock (basic first aid lessons) Seek medical help if required for a casualty who is bleeding (basic first aid lessons) Place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons) Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help How to react if someone is in shock or bleeding What to do if someone is breathing/not breathing 	<ul style="list-style-type: none"> That families are made up differently for everyone friend (BV – Mutual Respect, Tolerance, Individual Liberty) Who is important to them in their lives and how these figures can offer? different things for them (BV – Mutual Respect, Tolerance, Individual Liberty) How to support their friends (BV – Mutual Respect, Tolerance, Individual Liberty) What safe means in different contexts (BV – Mutual Respect, Tolerance, Individual Liberty) How to react if someone is in shock or bleeding (BV – Mutual Respect) What to do if someone is breathing/not breathing ((BV – Mutual Respect)

Enrichment
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Prior Learning	Children worked on two topics: school subjects and at the fair. In those two topics children learnt to express their opinion and to express themselves using longer sentences. They can use the connectives and, but and because.
What Comes Next	Our next two topics are pets and at the restaurant. Children will learn to say what pets they have and how many they have. They will learn to use the plural form. At the restaurant, children will learn the name of food and some dishes in French. They will learn to order food in a restaurant.
Key Vocabulary	Masculine, feminine, conjunction, noun, determiner, adjective, verb, agreement system, special characters (accent)

Notes and Guidance	Skills	Knowledge
<p>Year 5 progress onto recognising a wider range of phonemes and start to read some new words using their phonetic knowledge.</p> <p>'Space' – Children learn the name of planets and to describe them using adjectives (size, colour)</p> <p>'Town' – Children learn the names of different places in town and to give out simple directions. They learn about some cultural differences.</p>	<p>Speaking</p> <ul style="list-style-type: none"> Express themselves using adjectives of size and colour using the adjectives in the correct order in the sentence (size, noun, colour) <p>Listening</p> <ul style="list-style-type: none"> Listen attentively and understand more complex sentences and phrases <p>Reading</p> <ul style="list-style-type: none"> Understand a text made of some familiar and unfamiliar language Start reading text which are authentic materials Understand main points of a text which is an authentic material <p>Writing</p> <ul style="list-style-type: none"> Recognise patterns when building sentences and apply knowledge of grammatical rules 	<ul style="list-style-type: none"> Names of planets Colours Adjective of size (big, small, enormous) Names of places in town (post office, town hall, shop, post office, swimming pool, park, square, theatre, market, supermarket, cinema, school) Vocabulary related to directions

Enrichment
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Prior Learning	In Year 1, children have named everyday materials and described their properties. Year 2 have compared the suitability of everyday materials for particular uses.
What Comes Next	Children will continue learning in the Key Stage 3 curriculum.
Key Vocabulary	Hardness, solubility, transparency, conductivity, solution, separate, filtering, sieving, evaporating, dissolve, reversible, irreversible, insulator.

Notes and Guidance	Skills	Knowledge
<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. They should explore reversible changes; including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</p> <p>Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments <p>Materials and their Properties</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Prior Learning	In Year 4, pupils study the impact of the Roman Empire. They will be aware that there have been settlers in Britain from various nations.
What Comes Next	In Autumn term in Year 6, children will study the Vikings and will make direct comparisons to the Saxons.
Key Vocabulary	Time period, era, chronology, change, century, decade, Saxons, archaeology, kingdom, settlement, invasion, Christianity

Notes and Guidance	Skills	Knowledge
In this unit, the children will study Britain's settlement by Anglo-Saxons. They will also look also explore the Saxon way of life and the archaeological finds that have helped historians discover more about the era.	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda • Start to understand the difference between primary and secondary evidence and the impact of this on reliability • Begin to evaluate the usefulness of different sources • Recognise when they are using primary and secondary sources of information to investigate the past • Use a wide range of different evidence to collect evidence about the past such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Draw a timeline with different historical periods showing key historical events or lives of significant people • Describe the main changes in a period of history using terms such as social, religious, political, technological and cultural • Identify periods of rapid change in history and contrast them with times of relatively little change • Use dates and terms accurately to describe events • Use appropriate historical vocabulary to communicate including dates, time period, era, chronology, change, century and decade • Begin to present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters/ news reports • Talk about events of the past with increasing confidence and accuracy 	<ul style="list-style-type: none"> • The era of the Anglo-Saxons followed the end of Roman Britain. • Who the Anglo-Saxons were, where they came from and why they might have come to settle in Britain (to fight, to farm, to make new homes, they were invited)? • How life in England changed under the Saxons (religion, settlements, law and punishment, weapons, jewellery, kingdoms etc.) • That archaeology (such as the discoveries at Sutton Hoo) provides vital evidence about the Saxons producing a range of finds including combs, coins, jewellery and weaponry. • What every day Saxon life was like and how it compared to life in Roman Britain. • The legacy that the Saxons left in Britain. • Who Alfred the Great was and why he is remembered? • How the Anglo-Saxon era came to an end with the Norman conquest of 1066.

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – Geography



Prior Learning	In Year 4, children have studied at risk environments and Ancient Greece and they will have used atlases to locate areas in Europe.
What Comes Next	Children will study differing environments: China and the USA.
Key Vocabulary	Trade, import, export, goods, global, globalisation, supply chain, economy, multi-national

Notes and Guidance	Skills	Knowledge
Year 5 will look at trade and economic activity learning what trade means and what is meant by imports and exports. They will learn about fair-trade and how the imbalance in trade is one of the reasons for global inequalities of wealth. They will look at El Salvador and the products that it exports to the UK and the issues that face some of the people living there.	<ul style="list-style-type: none"> To use a map to show the UK's trade links with other countries To locate places on a map using lines of longitude and latitude. To locate El Salvador on a map To explain the difference between imports and exports To explain why a country needs to import certain goods To describe the climate and landscape of El Salvador To describe the fair-trade process To explain the importance of fair-trade To explain the term 'globalisation' To compare products exported from the Black Country in the past to today To explain why exports from the Black Country have changed over time To use time zones to calculate world times. 	<ul style="list-style-type: none"> To identify the trade links the UK has with other countries To know what is meant by imports, exports and trade To name some goods imported by the UK To name some goods exported by the UK To know some issues facing people living in El Salvador To know what is meant by the term fair-trade To list products that are fairly traded To recognise how trading has changed through history To identify similarities and differences of trade takes place now and, in the past To know the products that were exported from the Black Country in the past (coal, chain glass, etc.) How to explain what a time zone is.

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – Religious Education



Prior Learning	In Year 4, children learnt about the creation stories of the bible as well as learning about Good Friday and the Pentecost. In Autumn term, they learnt about Christians' view that God is holy and loving and in Spring Christians' views on Jesus as King and his role in saving people.	
What Comes Next	In Year 6, children's learning about Christianity and Islam will focus on thinking about justice and charity. They will also reflect on prayer within the faith of Islam.	
Key Vocabulary	Temptation, forgiveness, reconciliation, freedom. Gospel texts, teachings, parables, narrative, commandments, foundations for living.	
Notes and Guidance	Skills	Knowledge
U2.6 – 'What can we learn from religion about temptation? (Christians, Muslims) U2.8 – 'How do Christians decide how to live? What would Jesus do?'	<p>(U2.6)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Explain Muslim and Christian beliefs about temptation, sin and forgiveness• Compare their ideas about temptation with those studied <p>Understand the impact:</p> <ul style="list-style-type: none">• Make clear connections between belief about God and moral choices• Give examples of the impact of ritual in life• Explain differences between Christian and Muslim ideas <p>Make connections:</p> <ul style="list-style-type: none">• Express their own response to Muslim and Christian teaching about temptation• Give good reasons for their views about moral choices and forgiveness <p>(U2.8)</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.• Articulate their own responses to the issues studied, recognising different points of view.	<p>(U2.6)</p> <ul style="list-style-type: none">• Muslim and Christian beliefs about temptation and forgiveness and compare them.• Beliefs about God and moral choices) <p>(U2.8)</p> <ul style="list-style-type: none">• The links between Gospel texts• Jesus' 'good news'• How Christians live in the Christian community and in their individual lives.
<p>Enrichment</p> <p>During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.</p>		



Prior Learning	In Year 4, children used clay to make water lily sculptures. This is their first experience of working with wire.	
What Comes Next	In Year 6, children will use wire and Modroc to create sculptures of mythical creatures.	
Key Vocabulary	Sculpture/ 3D Form: jagged, pitted, coarse, replicate, cast, impress, stylised, symbolic, ornate, pliable, hollow, attachment Drawing: vertical, horizontal, angle, proportion, technique, contrast, scale, focal point, mood, feeling, evaluate, analyse, tessellate, refine, alter, modify, reflection	
Notes and Guidance	Skills	Knowledge
<p>During this term, the children will design and make their own wire jewellery inspired by the Staffordshire Hoard.</p> <p>Artists: Staffordshire Hoard (Various unnamed craftsmen c. 7th to 8th centuries)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists and craftspeople working in different times and cultures • Explore the work of Saxon craftspeople • Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. • Adapt their work according to their views and evaluate their work • Use sketchbooks to collect and record ideas and practise techniques <p>Sculpture/3D Form</p> <ul style="list-style-type: none"> • Be able to talk about their work as being sculpted, modelled or constructed • Plan, design, make and adapt and evaluate their jewellery pieces • Identify suitable resources from which to make their jewellery • Investigate, select and use appropriate tools • Manipulate wire in different ways to make intricate shapes on a circular frame 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> • That the artists responsible for creating the Staffordshire Hoard were craft makers • How craft makers differ to other artists • Understand the historical context of the Staffordshire Hoard <p>Sculpture/3D Form</p> <ul style="list-style-type: none"> • To know that sculptures can be created using different materials e.g. wire • About suitable resources for jewellery making • That tools needed to manipulate wire • That wire comes with certain safety precautions
<p>Enrichment</p> <p>During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.</p>		



Topic – Shields, Swords and Settlers
Year 5 - Summer Term
Subject - Design Technology



Prior Learning	The children will have had experience of axles, axle holders and wheels that are fixed or free moving. They will have a basic understanding of different types of movement; an experience of cutting and joining techniques with a range of materials including card, plastic and wood; and a basic understanding of how to strengthen and stiffen structures
What Comes Next	In Year Six, the children will design and construct a scale model of a shelter to survive in the woodland.
Key Vocabulary	Cam, snail cam, off-centre cam, peg cam, pear shaped cam, follower, axle, shaft, crank, handle, housing, framework, rotation, rotary motion, oscillating motion, reciprocating motion annotated sketches, exploded diagrams, mechanical system, input movement, process, output movement, design decisions, functionality, innovation, authentic, user, purpose, design, specification, design brief

Notes and Guidance	Skills	Knowledge
<p>POAP – Mechanical systems- cams</p> <p>Outcome - A moving model on a Saxon theme</p>	<p>Designing</p> <ul style="list-style-type: none"> Begin to generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Making</p> <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans. Select from and use a range of tools and equipment to make products that that are assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> Compare the final product to the original design specification. Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project. 	<ul style="list-style-type: none"> Know that mechanical systems have an input, process and an output. Know how cams can be used to produce different types of movement and change the direction of movement. Know and use technical vocabulary relevant to the project.

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Prior Learning	In Year 4, children developed their musical vocabulary to include timbre and recognised note values for crotchets, minims, semi-breves, quavers and semi-quavers. Children started to improvise melodic phrases within a structure and indicate tempo in their compositions.		
What Comes Next	In Year 6, children will extend their knowledge of musical language by looking at 3/ 4 and 4/4 time and the pentatonic scale. They will develop their awareness of notation to include accidentals. In compositions, they will layer melodic phrases and improvise their own intros/ bridges / outros for songs.		
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, texture, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, crescendo, diminuendo, round, ostinato, riff, renaissance, baroque, classical, romantic, 20th century/ modern, composer, binary, ternary		
Notes and Guidance		Skills	Knowledge
<p><u>Summer 1</u></p> <p>Sing for pleasure What shall we do with the drunken sailor? Composing – Chorus using tune. For example, Where shall we go with the Anglo Saxons? What did the Vikings do for pleasure?</p> <p>Then each verse chooses key vocabulary and create rhythms for each word.</p> <p>Create riffs to go alongside the chorus or verse. For example: ayy ohh, ayyy ohh/ row row row to shore/ what shall we dooooo etc using voices/ simple rhythms on untuned percussion/ open 5^{ths} on glockenspiels (C and G/ D and F) semibreves alongside each line of the chorus.</p> <p>Experiment with different parts playing at the same time/ starting at different times.</p> <p>Explore writing their piece using rhythm grid</p> <p>Playing – play their own pieces</p>		<ul style="list-style-type: none">• Sing 3 part rounds, partner songs, and songs with multiple sections: verse, chorus, bridge etc.• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.• To improvise freely over a drone.• To improvise over a simple groove: creating a satisfying melodic shape, experiment using a broader range of dynamics.• Melodies (C major/ A minor) can be enhanced with rhythmic or chordal accompaniment• Use chords to compose music with a specific atmosphere.• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	<ul style="list-style-type: none">• Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards (e.g. Yellow Submarine by The Beatles).• To comment on the success of their own and others’ work, suggesting improvements on intended outcome• Understand the different cultural meanings and purposes of music, including contemporary culture.• Understand the differences between 2/4, 3/4 and 4/4 time signatures
<p><u>Enrichment</u></p> <p>During this topic, the children will take part in a themed day at school, where a Viking will visit. Through character acting, questioning and role-play, the workshop immerses children in Viking life and enhances their understanding of the time period.</p>			



Prior Learning	In Year 3, children were introduced to Microsoft Excel. They learned how to interpret numerical data, input it into a spreadsheet and create a table to display this data.
What Comes Next	After consolidating their learning in Year 5, children will transition to the Key Stage 3 Computing curriculum to continue to develop their skills and knowledge in data analysis and collection.
Key Vocabulary	Quiz, true, false, multiple choice, host, generate, formulae, formula, calculation, findings, results, cell, mental health, critically, friendships, risks, helpline, cyberbullying.

Notes and Guidance	Skills	Knowledge
In this unit, children will create an online quiz and host it within a peer group. They will analyse quiz answers to generate data that will be used within an Excel spreadsheet. Children will use this data in a bar graph of pie chart to present their findings.	<ul style="list-style-type: none"> Create a Kahoot quiz with true/false/multiple choice answers Host a quiz with true/false/multiple choice answers Analyse quiz answers to generate data Input data into a spreadsheet Edit and format cells in a spreadsheet Use simple formulae to solve calculations on a spreadsheet Create a bar graph or pie chart to present their data findings 	<ul style="list-style-type: none"> How to analyse information to generate desired results What a formula is Formulae have different outcomes depending on the cells selected Advantages and disadvantages of a type of graph, such as a pie chart for percentages. How to critically consider online friendships. How to report online bullying. Which helpline services can support them with cyberbullying?

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.




Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – Physical Education **Teacher P. E**



Prior Learning	In Year 4, in dance, the children have focussed on Samba and some of its key steps. They have completed partner work as part of this unit. In Year 4, in rounders, the children have developed a range of batting, bowling and fielding strategies that can be used in competitive contexts. They were introduced to the role of the backstop.	
What Comes Next	In Year 6, the children will incorporate apparatus into their performances when they complete a unit on Chinese ribbon dancing. They will further consolidate their batting, bowling and fielding skills to play full games of rounders.	
Key Vocabulary	Dance, stretch, levels, mood, rehearse, line, square and round dances. Stance, bowling, bat, box, batsman, bowler, back stop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive.	
Notes and Guidance	Skills	Knowledge
<p>Summer 1: Dance (English Country Dance)</p> <p>Summer 2: Rounders/Scatterball P.E Hub Unit</p>	<p>Dance (English Country Dance)</p> <ul style="list-style-type: none"> • Compose motifs and plan dances creatively and collaboratively in groups of differing sizes. • Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. (English Country Dance context) • Perform an English country style of dance clearly and fluently • Recognise and comment on dances, showing an understanding of style. <p>Rounders/ Scatterball</p> <ul style="list-style-type: none"> • To link together a range of skills and use in combination. • To collaborate with a team to choose, use and adapt rules in games. • To recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance. 	<p>Dance (English Country Dance)</p> <ul style="list-style-type: none"> • To know some of the key types of English country-dance, e.g. square, line and circle dances. • To know some of the steps used in this type of dance. • To know how to recognise style and mood within dances. <p>Rounders/ Scatterball</p> <ul style="list-style-type: none"> • To know the backward hitting rule in rounders. • To know the difference between close and deep fielding. • To know how some elements of fitness links to playing rounders.
<p>Enrichment</p> <p>During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.</p>		



Prior Learning	In Year 5, the children learnt to bowl using an over arm technique and more about how to make attacking shots when batting. In athletics, they learnt to work as part of a relay team using a baton and further developed their javelin skills.
What Comes Next	In Year 6, the children will use the flat side of the bat to hit the ball and will begin to work in pairs to field and restrict runs scored. In athletics, they will develop their skills and techniques in all track and field events.
Key Vocabulary	Overarm, bowl, attacking shots, one bowl bounce. Speed, distance, push throw, exchange, baton, restricted area.

Notes and Guidance	Skills	Knowledge
<p>Summer 1: Kwik Cricket</p> <p>Summer 2: Athletics</p>	<p>Kwik Cricket</p> <ul style="list-style-type: none"> Bowl using over arm technique. Use attacking shots in batting. Introduce technique of a one bounce bowl. <p>Athletics</p> <ul style="list-style-type: none"> Run for speed and distance on our own and as part of a team. Use push throw technique when throwing a javelin. Exchange the baton within a restricted area. 	<p>Kwik Cricket</p> <ul style="list-style-type: none"> The technique of bowling over arm  <ul style="list-style-type: none"> When to use attacking shots in Kwik cricket The one bounce bowl technique <p>Athletics</p> <ul style="list-style-type: none"> Using the push-throw technique can further the distance the javelin is thrown. How to exchange a baton (the outgoing runner's arm being extended with the hand open and the incoming runner vertically placing the baton straight into the open hand.)

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Prior Learning	Children have discussed their role models in the wider community and their character traits. Children have reflected on times they have persevered and their personal strengths, thinking about how they might link to their future jobs. Children have thought about why some social media is age restricted and how the internet can be harmful to mental health. Children have talked about personal hygiene and how the sun has some harmful effects for living.
What Comes Next	Children will think about how they could use their personal strengths to help others and how they have acted as a role model in their life. Children will consider positive strategies to help them with transitions at home and at school. Children will know the importance of hand-washing and that some bacteria are naked to the eye. They will learn that UV is invisible and its effects can be life threatening but this is avoidable. Children will learn how and why their body changes in preparation for reproduction.
Key Vocabulary	Rights, responsibilities, diverse community, gratitude, help, support, puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, Semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, UV, sun damage, shade

Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (My Wider World)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> Understand what it means to be part of a diverse community (HMHM unit) Identify ways in which they are connected to others around the world (HMHM unit) Understand ways they can help in the wider community (HMHM unit) Understand what it means to show gratitude (HMHM unit) Understand their rights and responsibilities (HMHM unit) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion) Explain the importance of staying indoors or in the shade during certain parts of the day/Year (Sun Safety Week) Explore the emotional and physical changes occurring in puberty (CWP unit) Ask questions about puberty with confidence (CWP unit) Understand the male and female puberty changes in more detail (CWP unit) Explore the impact of puberty on the body and the importance of physical hygiene (CWP unit) Explore ways to get support during puberty (CWP unit) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> How to explain the changes that occur during puberty (Mutual Respect, Individual Liberty, Tolerance) What happens during menstruation and sperm production (Mutual Respect)? How to keep clean during puberty (Mutual Respect) About emotions and how they can change during puberty (Mutual Respect, Tolerance)

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Prior Learning	The children learnt about space, the name of planets and to describe them using adjectives (size, colour). Children learnt about the agreement system and how to apply the rule to the spelling of adjectives. The children also learnt the names of different places in town and to describe their town. They learnt to give out simple directions.
What Comes Next	In Year 6, the first topic will be sports. Children will learn the name of sports in French and to say/write what they think about it. They will work through authentic materials (listening and reading). They will also learn about our world.
Key Vocabulary	Feminine, masculine, determiner, verb, adjective, cognate, agreement system, accent

Notes and Guidance	Skills	Knowledge
<p>Year 5 progress onto recognising a wider range of phonemes and start to read some new words using their phonetic knowledge.</p> <p>'Pets' – children learn the names of pets. They learn to say how many pets they have and what colour they are. They learn to say what pet they would like. They take part in a longer conversation about themselves.</p> <p>'At the restaurant' – children learn the names of food and drinks and to order in a restaurant. They can reuse some of their learning from Year 3 and 4 (at the shop/at the market). They learn about some traditional French dishes. Children continue with their learning of numbers.</p>	<p>Speaking</p> <ul style="list-style-type: none"> Express themselves with longer sentences using conjunctions and adjectives Take part in a longer conversation and manipulate the language using a wider range of vocabulary <p>Listening</p> <ul style="list-style-type: none"> Understand longer sentences containing adjectives and conjunctions Understand a dialogue made up of familiar language <p>Reading</p> <ul style="list-style-type: none"> Understand a text made up of familiar and unfamiliar language Start reading texts which are authentic materials Understand the main points of a text which is an authentic material <p>Writing</p> <ul style="list-style-type: none"> Recognise patterns when building sentences and apply knowledge of grammatical rules Understand the agreement system with masculine, feminine and plural and how to apply it to spell adjectives correctly 	<ul style="list-style-type: none"> Wider list of names of pets (cat, dog, rabbit, hamster, Guinea pig, bird, snake, turtle, bearded dragon, mouse, spider, chinchilla, lizard) Sentences to say how many pets they have and what colour they are Food and drink vocabulary (salad, soup, chicken with fries, fish with vegetables, hamburger with fries, ice-cream, cheese, cake, fruit salad, water, fruit juice, coke) Numbers up to 100 Sentences related to ordering in a restaurant

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.