

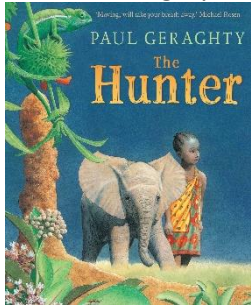
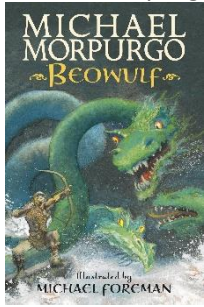
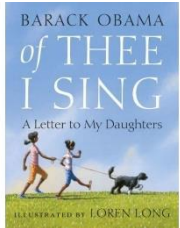
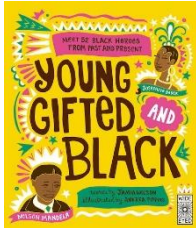
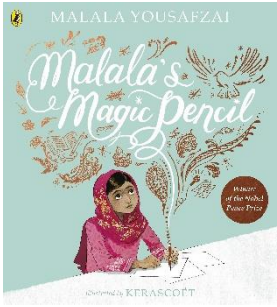
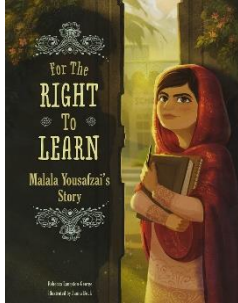
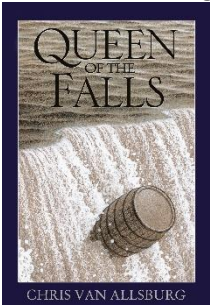


Guilden Sutton Church of England Primary School


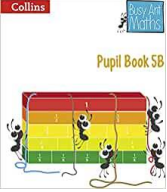
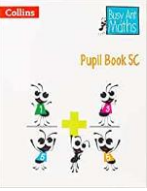
Love and Justice for All

Year 5 Curriculum Progression Map


Our Christian Values: **WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>The Hunter Paul Geraghty</p>  <p>COP∞ – Protecting animals and their habitats</p>	<p>Beowulf Michael Morpurgo</p> 	<p>Of Thee I Sing Barack Obama</p>  <p>Young, Black and Gifted Jamia Wilson</p> 	<p>Malala's Magic Pencil Malala Yousafzai</p>  <p>For the Right to Learn Rebecca Lanston-George</p>  <p>COP∞ – Small things make big changes Poetry Project Home and Wisp – Year 4</p>		<p>Queen of the Falls Chris Van Allsburg</p> 

				World Book Day		
Focused Genre	<ul style="list-style-type: none"> • Non-chronological report - Elephant information leaflet 	<ul style="list-style-type: none"> • Poetry (Riddle) – Beowulf • Narrative – alternative story 	<ul style="list-style-type: none"> • Poetry (Free Verse) – The UK • Non-chronological report 	<ul style="list-style-type: none"> • Blogs • Biographies & autobiographies 	<ul style="list-style-type: none"> • Letter writing • Diary entry • Poetry (Rhyme Poem) – Magnificent Me 	
Other Genre	<ul style="list-style-type: none"> • Setting description • Voiceover 	<ul style="list-style-type: none"> • Recount of story • Diary accounts • Character description 	<ul style="list-style-type: none"> • Character description 	<ul style="list-style-type: none"> • Persuasive writing • Letter 	<ul style="list-style-type: none"> • Instructions • Newspaper articles • Diary accounts • Postcard 	
SPaG	<ul style="list-style-type: none"> • Use a dictionary to check the meanings of words • Use a thesaurus • Punctuate direct and indirect speech • Use and identify active and passive verbs • Use and identify the perfect form of verbs • Use and identify relative clauses 	<ul style="list-style-type: none"> • Use and identify modal verbs • Use and identify expanded noun phrases • Use and identify hyphens • Use brackets, dashes and commas for parenthesis • Use semicolons, colons and dashes as boundaries between independent clauses • Use a colon to introduce a list 		<ul style="list-style-type: none"> • Identify the subjunctive form (subjunctive mood) • Use and identify the present progressive • Use and identify antonyms (opposites) • Use and identify synonyms (words with a similar meaning) • Punctuate bullet points 		
Spelling	Pathways to Spell					
	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2) including those with more than one syllable and the suffix (Y3/4) • Adding -ing, -ed to a root word ending in y • and words ending in e 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Plural possessive apostrophe • Verb prefixes: dis-, mis- • Verb prefixes: de-, re-, over- • Homophones and other words that are often confused • Personal spelling log 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Words with the /i:/ sound spelt ei after c • Words with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word) • Endings which sound like /ʃəs/ spelt -cious or -tious 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify • Homophones and other words that are often confused • Personal spelling log 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Words ending in -able/-ably and -ible/-ibly • Words ending in -able and -ably • Words ending in -ible and -ibly • Endings which sound like /ʃəl/ (-cial and -tial) 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Singular and plural possessive apostrophe • Words with the /i:/ sound spelt ei after c • Verb prefixes: dis-, mis-, de-, re-, over- • Homophones and other words that are often confused

	<ul style="list-style-type: none"> • Contractions • Words containing the letter-string ough 					<ul style="list-style-type: none"> • Personal spelling log
<p>Maths</p>   	<p style="text-align: center;">Busy Ant Maths</p> <p>Unit 1</p> <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction • Properties of Shape <p>Unit 2</p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions • Position and Direction <p>Unit 3</p> <ul style="list-style-type: none"> • Addition and Subtraction • Decimals • Measurement (mass) <p>Unit 4</p> <ul style="list-style-type: none"> • Multiplication and Division • Multiplication and Division • Measurement (time) 	<p style="text-align: center;">Busy Ant Maths</p> <p>Unit 5</p> <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction • Properties of Shape <p>Unit 6</p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions • Measurement (length) <p>Unit 7</p> <ul style="list-style-type: none"> • Decimals • Addition and Subtraction • Statistics <p>Unit 8</p> <ul style="list-style-type: none"> • Multiplication and Division • Percentages (including fractions and decimals) • Measurement (perimeter and area) 	<p style="text-align: center;">Busy Ant Maths</p> <p>Unit 9</p> <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction • Properties of Shape <p>Unit 10</p> <ul style="list-style-type: none"> • Multiplication and Division (including measurement – money) • Fractions • Measurement (volume and capacity) <p>Unit 11</p> <ul style="list-style-type: none"> • Addition and Subtraction (including measurement – money) • Percentages (including fractions and decimals) • Position and Direction <p>Unit 12</p> <ul style="list-style-type: none"> • Multiplication and Division (including measurement – money) • Multiplication and Division (including measurement – money) • Statics 			
<p><u>Key Vocabulary</u></p> <p>Number and place value: ten thousands, one hundred thousands, powers of, integer</p> <p>Addition and subtraction: see previous years</p> <p>Multiplication and division: multiples, factors, prime numbers, square numbers, cube numbers, short division, product, dividend, divisor, quotient, operations</p> <p>Fractions, decimals and percentages: fifth, thousandths, mixed numbers, per cent (%), factors, integer, complements</p> <p>Measurement: decimal notation, scaling, metric units, imperial units, inches, compound shape, irregular shapes, square centimetres, square metres, cubic centimetre, pounds, pints</p>						

	<p>Geometry: regular polygon, irregular polygon, reflex angles, degrees, one whole turn, angles on straight line, angles around a point, vertically opposite, missing angles, reflection</p> <p>Statistics: timetables, two-way tables</p>				
	<p>Busy Ant Maths Year 5 Medium-Term Plans</p>				
Cross-curricular Mathematics	<p>Capacity, time, graphs and tables (science)</p>		<p>Measure, graphs and tables (science) Mayan numerals, Mexico holiday problem solving and budget. Time zones. (science and geography)</p>		<p>Measure plants, time and line graphs (science) U.S.A. time zones (geography)</p>
Science	<p>Properties and Changes of Materials</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out whether a cool bag keeps a hot potato hot compared with a hot potato left on a plate?</i></p> <p><i>Identifying and classifying: Can I group changes based on whether they are reversible or irreversible?</i></p> <p><i>Pattern seeking: Can I find out how the temperature of water affects how quickly something dissolves?</i></p> <p><i>Research: Can I find out which materials are recyclable?</i></p> <ul style="list-style-type: none"> Compare and group together everyday 	<p>Forces</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out how the type of material used affects how quickly a parachute falls to the ground?</i></p> <p><i>Identifying and classifying: Can I label and name all the forces acting on the objects in each of these situations?</i></p> <p><i>Pattern seeking: Do all objects travel through water in the same way?</i></p> <p><i>Research: Can I find out why Sir Isaac Newton was an important scientist?</i></p> <ul style="list-style-type: none"> Explain that unsupported 	<p>Earth & Space</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Observation over time: Can I explain the phases of the moon over a lunar month?</i></p> <p><i>Pattern seeking: Can I investigate night and day length in different parts of the earth?</i></p> <p><i>Research: Can I name and describe features of the planets in our solar system? Can I find out why Caroline Herschel and Galileo are important to our understanding of earth and space today?</i></p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Identify and describe features of the planets in our solar system Describe the movement of the Moon relative to the Earth, explaining the different phases of the Moon 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 <p>Galileo and Caroline Herschel – Planets orbiting the Sun and first woman to discover a comet.</p> <p>EYFS and Y1 – Seasons and weather patterns</p>	<p>Living Things and their Habitats</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Identifying and classifying: Can I identify the parts of a plant and say which are male and female?</i></p> <p><i>Pattern seeking: Is there a relationship between number of petals and number of Stamens?</i></p> <p><i>Research: Can I analyse and compare the life cycles of plants, mammals, amphibians, insects and birds?</i></p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 	<p>Animals Including Humans (Life Processes)</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Identifying and classifying: Can I describe all the stages of human development?</i></p> <p><i>Observation over time: Can I identify the changes that take place in old age?</i></p> <p><i>Pattern seeking: Is there a relationship between a mammal's size and its gestation period?</i></p> <p><i>Research: Can I find out how Jane Goodall made links between chimpanzees and humans?</i></p> <ul style="list-style-type: none"> Describe the changes as humans

	<p>materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> • Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • 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 	<p>objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> • 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 <p>Isaac Newton – Gravity</p> <p>Year 3 - Forces and Magnets</p>	<p>Y3 – forces and magnets</p>	<ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals <p>Gregor Mendel – Genetics</p> <p>Year 4 - Living Things and Their Habitats</p>	<p>develop throughout their life</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age in the context of the development of babies in their first year • Report findings in the context of the gestation period for animals • Explain reproduction, fertilisation and seed dispersal <p> reproduction, fertilisation and seed dispersal</p> <p>Jane Goodall – study of chimpanzees and their behaviours</p> <p>All previous Year groups</p> <p>COP∞ – Protecting animal habitats</p>
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- 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

Joseph Priestley – Chemist (discovery of oxygen)

**Biographies & explanations
COP[∞] – Recycling**

Y1 and Y2 - Materials

Y4 – States of Matter

Key Vocabulary


Materials (States of Matter) – thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material, transparency, condensing, evaporating, freezing, melting

Forces – force, gravity, Earth’s gravitational pull, weight, mass, air resistance, water resistance, friction, buoyancy, streamlined, mechanisms, simple machines, levers, pulleys, gears


Earth and Space – Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), sphere, satellite, spherical bodies, Solar System, rotate, star, orbit, axis, geocentric model, heliocentric model, astronomer

Living Things in their Habitats – life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings

Animals Including Humans – puberty, fertilisation, prenatal, gestation, asexual reproduction, sexual reproduction, adolescence, puberty, menstruation, adulthood, life expectancy, the vocabulary to describe sexual characteristics in line with the school’s RSE policy



Working Scientifically	<ul style="list-style-type: none"> Plan different types of scientific enquires, 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, clarification keys, tables, scatter graph, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquires, including conclusions, casual relationships and explanations of and 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 prove false ideas or arguments 		
Geography	<p>Anglo Saxons & Vikings – Invaders & Settlers</p> <ul style="list-style-type: none"> Use Atlases to find cities with Anglo Saxon names (prefixes & suffixes) Compare Anglo Saxon areas with current English counties Locate and discover Lindisfarne & Holy Island Explain why settlements develop in certain locations, using geographical features to support ideas Describe key features on maps <p>Year 4 – Map Skills</p>	<p>The Ancient Mayan Civilization</p> <ul style="list-style-type: none"> Locate the countries of Central America – for example: Mexico, Belize, El Salvador, Honduras and Guatemala Understand the importance of tourism - Mexico as a holiday destination Chichen Itza and its location using maps and atlases Locating and researching into geographical features, mountains, rainforests, seas & ocean that surround Central America Why do earthquakes happen in Central America? Understand the lines of Longitude & latitude and their usage <p>COP∞ – Climate Change</p> <p>Year 4 – Volcanoes and Earthquakes</p>	<p>North America and The U.S.A.</p> <ul style="list-style-type: none"> Locate the countries that make up North America Research and understand different biomes: tundra, deserts, everglades, rivers, mountains Locate and compare and contrast the environmental regions that make up North America Identify Physical & Human Geography: for example: Mississippi, Niagara Falls, Rockies, Disneyland etc Map skills – locating states, major environmental regions etc  <p>COP∞ – Climate Change</p> <p>Liverpool and Mersey Ferry identifying the features of the river, Fieldwork opportunities.</p>
<p>Key Vocabulary The UK- fell, hill, ford, by (farm or village), ness (coastal headland), ham (village), stow/stowe (meeting place or holy place), barrow (woodland), ton/tun (enclosed village), farmland, manorhurst (wooden hill), wick/wich (produce of a farm) port (market town), mouth (mouth of a river or estuary), stead/sted (place), leigh/lee/ley (forest clearing), toft (small village), bury/borough/burg (fortified place), kirk/kir (church), holme (marshy, wet farmland, or island), counties, borders. The world- volcano, magma chamber, earthquake, tectonic plate, continent, Central America, land mass, equator, hemispheres.</p>			
History	<p>Anglo Saxons & Vikings – Invaders & Settlers</p> <ul style="list-style-type: none"> Who were the Anglo Saxons & Vikings and why did they invade and settle in Great Britain? Where did they settle? Why? 	<p>The Ancient Maya Civilization</p> <ul style="list-style-type: none"> Who were the Maya and what did they discover/invent that we still use in Great Britain today? 	<p>Slave Trade, black history</p> <ul style="list-style-type: none"> How/where did it begin? Who were Rosa Parks, Martin Luther King (Jnr) and how did they influence change


	<ul style="list-style-type: none"> Jutes, Angles, Saxons, Britons, Picts and Scots and their struggle for land What did the Anglo Saxons bring to Great Britain that we still use today? Use a range of sources to decide if Alfred the Great was really great? Analyse artefacts from Sutton Hoo What is Sutton Hoo and who discovered this historical site? What can we learn from/about the archaeological dig? What is the importance of historical artefacts? Understand the Anglo-Saxon and Viking struggle for power in England. 	<ul style="list-style-type: none"> Comparisons of Ancient Maya life and concurrent British history Number, writing, calendar, astronomy/stargazing/observatories, chocolate To research into the importance of Chichen Itza: this historical site to the Maya and how/why it was used for worship Who invaded Mexico and why? Are the Maya still alive today? Discuss the validity of primary sources like the San Bartolo mural Describe the history of chocolate 	<p>the world so that we have human and civil rights today?</p> <ul style="list-style-type: none"> Independent learning to create their own information book on the history/journey of the Civil Rights movement <p>International Museum of Slavery visit to gain further insight and to use a wide range of sources to consolidate their learning</p>			
<p>Y4/Y3-Ancient Civilisations</p> <p>Key Vocabulary Specific-settlement, invade, Sutton Hoo, Anglo Saxons, excavation, The Jutes, Britons, Picts, Scots, fertile, monastery, Maya, Mayan, empire, civilisation, pyramid, dynasty, codex, hieroglyphics, rituals, sacrifice, monarchy, society, astronomy, indigenous, Hun Hunahpu. General-BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons, first hand evidence, second hand evidence, significance, biased.</p>						
<p>Religious Education</p>	<p>Christian Community</p> <ul style="list-style-type: none"> To understand the difference between local, national, and global communities Explain the differences and similarities between the Christian Communities: Chester Cathedral, Iona, Taize 	<p>Kingdom of God</p> <ul style="list-style-type: none"> What are your talents and how did Jesus teach you to use them wisely through The Parable of the Talents? What do Christians Understand to be: The Kingdom of God? Interview Reverend Heather Carty 	<p>Arch Bishop of York Young Leaders Award – Social Action</p> <ul style="list-style-type: none"> How Can I Change the World to Make it a Better Place to Live? What Skills Makes a Strong Leader? How Can I Show: ‘Love my Neighbour as Myself’? How Can I Improve My Local/National/ Global Community? How Important is it to Say Thank You? Does 	<p>Resurrection</p> <ul style="list-style-type: none"> Retell The Road to Emmaus 24: 13-35 What does the Bible teach Christians about Jesus? Give arguments For and Against the resurrection Make connections between Jesus’ death and Christian belief. Explain why Christians believe 	<p>Hinduism</p> <ul style="list-style-type: none"> Explain how a Hindu may worship at home or in the mandir Describe and explain how a Hindu celebrates Diwali and Holi Explain how a Hindu may view God <p>Hinduism Workshop (Mock Hinduism)</p>	<p>Islam</p> <ul style="list-style-type: none"> Identify, describe and explain key Muslim beliefs related to Allah (God) Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will Name the Five Pillars and explain

	<ul style="list-style-type: none"> To evaluate the most effective ways of leading in order to make the world a place Jesus would have wanted <p>Pilgrimage trip to Chester Cathedral Year 1 – Christian Community</p>	<p>and her parishioners</p> <ul style="list-style-type: none"> What ways can local Christians further God’s Kingdom on earth? What is the impact? <p>(Reverend Carty and parishioners interviews)</p>	<p>it Matter if Someone Forgets? Why?</p> <p>COP∞ – How to make the world a better place</p>	<p>that Jesus’ death was a sacrifice.</p> <p>Year 2 – Resurrection Year 1, Year 3 and Year 4- Salvation</p>	<p>festival and wedding)</p>	<p>why they are important to Muslims</p> <p>Year 1 and Year 3 – Islam</p>
<p>Key Vocabulary</p> <p>Christian Community – Community, Archbishop, Vicar, Pastor/Church Leader, Lay leaders, national/global/local church communities, Chester Cathedral, Taize, Iona.</p> <p>Kingdom of God – Talent, Kingdom of God.</p> <p>Resurrection – Sacrifice, burden, lost, sin, Salvation, Resurrection, tomb, road to Emmaus, evidence.</p> <p>Hinduism – Brahman, Brahma, Vishnu, Shiva, Trimurti, Aum/Om, Murti, Ganesh, Bhagavad-Gita, Namaste, Puja/Arti</p> <p>Islam – 5 pillars of Islam, Shahadah, Qur’an, Allah, Muhammad (pbuh), sacred, wudu, sawm, Ramadan, salah, zakat, Hajj, pilgrimage, Ka’aba</p>						
<p><u>Year 5 RE Medium Term Plans</u></p>						
<p>Physical Education</p> 	<p>Gymnastics</p> <ul style="list-style-type: none"> Perform longer and more complex sequences Develop the ability to link moves and balances smoothly In sequences, include change in level, speed and direction <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations 	<p>Dance</p> <p>Cha Cha Cha</p> <ul style="list-style-type: none"> Hand to Hand – steps broken down, improved and continued Wepa Cha – steps broken down, improved and continued Cuban Breaks – steps broken down, improved and continued <p>Zumba</p> <ul style="list-style-type: none"> Reggaeton – stomp, knee lift, 2-step bounce Merengue – march, 2-step, 6-count Beto shuffle Samba – basic, whisk, volta, Botafoga <p>Country Dancing</p>	<p>Athletics</p> <ul style="list-style-type: none"> Perform long jump and vertical jump, understanding how to improve performance Passing baton on the move, increasing the speed that the skill is performed at Develop power when throwing a javelin Running over bigger distances – pacing, continuous training <p>Striking and fielding games</p> <ul style="list-style-type: none"> Perform accurate overarm throws both in a static position and on the move Basic fielding techniques – backing up, long barrier 			

	<p><i>Aims and objectives for the end of KS2</i></p>	<ul style="list-style-type: none"> • Line Dancing • Grape vine • Pairs, working collaboratively with others <p>Invasion games</p> <ul style="list-style-type: none"> • Throwing and catching for points in modified games • Identifying tactics to improve performance needed for the specific sporting activities • Understanding and implementing rules • Lead warm-ups and understand the benefits <p>Net games</p> <ul style="list-style-type: none"> • Perform an overarm serve from the base line • Perform a volley shot in game situations 	
<p><u>Key Vocabulary</u> Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, possession, space, body tension, pace, sequence, marking, hip action, arm-ography</p>			
<p>Art</p>	<p>Focus Artist: Picasso Focus Skill: Drawing / Digital Art</p> <ul style="list-style-type: none"> • Work in a sustained and independent way to create an accurate, detailed drawing • Develop key elements of their work (line, tone, pattern, texture) • Draw from different viewpoints considering horizon lines • Begin to consider perspective • Use different techniques for purpose e.g., different styles of shading • Work from a variety of sources including observation and photographs to develop own work • Research Picasso and Cubism • Draw in the style of Cubism 	<p>Focus Artists: Frida Kahlo & Diego Rivera Focus Skill: Painting</p> <ul style="list-style-type: none"> • Be able to discuss colours that depict moods in paintings • Mix and match colours to objects in the natural or man-made forms • Know how hues are created using water colours and acrylics • Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices • Discuss how colour can be used to express ideas, feelings and mood • Confidently control the types of marks made and experiment with different effects and textures • Discuss Frida Kahlo and Diego Rivera’s contributions to Mexican art 	<p>Focus Artist: Andy Warhol – Pop Art Focus Skill: Printing - collagraph and relief</p> <ul style="list-style-type: none"> • Research Pop Art and how Andy Warhol (and Jim Dine) was influential to this movement • Make printing blocks to create an accurate printing design (collagraph and relief) • Look carefully at the methods used and make decisions about printing methods • Decide which type of print works best for different purposes • Create an Andy Warhol style print with attention to detail and colour • Explore printing from other cultures and time periods • Observe print patterns in the natural and man-made world


	<ul style="list-style-type: none"> • Take digital photos, and use software to alter them, adapt them and create work with meaning • Create a Picasso inspired image using photographs • Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools • Combine graphics and text digitally • Understand that a digital image can be made up of different layers • Create layered images from original ideas • Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose • Begin to use digital media to record and evaluate a creative learning journey 	<ul style="list-style-type: none"> • Make comparisons between two artists and their work • Choose one of these artists as inspiration for own painting • Annotate sketches to explain and elaborate ideas 	
<p>Key Vocabulary Painting – complementary colours, warm colours, cool colours, inspiration Printing – collagraph, relief, positive space, negative space, pattern Drawing – detail, horizon line, perspective, shading, Cubism Digital Art – digital photo, software, manipulate, graphics, text, layers, filter, special effects</p>			
Design Technology	<p>Viking Longboats – Structure</p> <ul style="list-style-type: none"> • Can I research different Anglo Saxon or Viking boats, stating features that I like and dislike? • Can I generate and develop ideas through group discussions and labelled designs? • Can I design and develop a product to meet a design brief? • Can I select from and consider the use of a range of materials according to their functional properties? • Can I regularly collaborate with my peers and consider the views of others to improve my work? 	<p>Mayan Chocolate bars – Food</p> <ul style="list-style-type: none"> • Can I make links to how the Mayans used chocolate? • Can I design and develop a product to meet a design brief? • Can I taste and select good ingredients to use in my chocolate bar? • Can I design an eye-catching wrapper that links to the Mayans? • Can I create a name and logo for my product? • Can I evaluate my ideas against the design criteria and consider improvements to my work? <p>Chef: Heston Blumenthal</p>	<p>Design a Roller Coaster – Structure/Mechanism</p> <ul style="list-style-type: none"> • Can I present my findings from my Disney and roller coaster research? • Can I identify different features of materials and state how they are useful? • Can I design and develop a product to meet a design brief? • Can I make a model of our roller coaster as a marble run, selecting and joining different materials? • Can I create a name and logo for my roller coaster? • Can I regularly collaborate with my peers and consider the views of others to improve my work?

	<ul style="list-style-type: none"> Can I evaluate my ideas against the design criteria and consider improvements to my work? <p>Designer: Alec Issigonis</p>		<ul style="list-style-type: none"> Can I evaluate my ideas against the design criteria and consider improvements to my work? <p>Designer: Antonio Gaudi</p>			
<p>Key Vocabulary Design, evaluate, research, prototype, material, construct, structure, joining, technique, scale, model, balance, up thrust, hull, oars, sail, mast, packaging, logo, brand, cacao bean, theme, roller coaster, Disneyland</p>						
<p>Music</p> 	<p>Charanga</p> <ul style="list-style-type: none"> Livin' On a Prayer Rock Rock Anthems <p>Key vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>	<p>Charanga</p> <ul style="list-style-type: none"> Classroom Jazz 1 Bossa Nova and Swing Jazz and Improvisation <p>Key vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p>	<p>Charanga</p> <ul style="list-style-type: none"> Make You Feel My Love Pop Ballads <p>Key vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Charanga</p> <ul style="list-style-type: none"> The Fresh Prince of Bel-Air Old-School Hip-Hop <p>Key vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>	<p>Charanga</p> <ul style="list-style-type: none"> Dancing in the Street Motown <p>Key vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Charanga</p> <ul style="list-style-type: none"> Reflect, Rewind and Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music
<p>Music Year 5 – Knowledge and Skills</p>						
<p>Computing</p> 	<p>Online safety</p> <ul style="list-style-type: none"> To know different ways we can communicate online. To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. To know that apps require permission to access private information and that you can alter the permissions. 	<p>Data Handling – Mars Rover 1</p> <ul style="list-style-type: none"> To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock. To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To know what simple operations can be used to calculate bit patterns. 	<p>Programming – Programming music</p> <ul style="list-style-type: none"> To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective. 			

	<ul style="list-style-type: none"> To know where I can go for support if I am being bullied online or feel that my health is being affected by time online. <p>Computer systems and networks – Search engines</p> <ul style="list-style-type: none"> To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites. To understand what copyright is. To know the difference between ROM and RAM. 	<p>Creating media – Stop motion animation</p> <ul style="list-style-type: none"> To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that decomposition of an idea is important when creating stop-motion animations. To know that editing is an important feature of making and improving a stop motion animation. <p>Safer Internet Day</p>				
<p>Key Vocabulary</p> <p>Online safety - accurate information, advice, app permissions, apps, bullying, communication, health, judgement, memes, mental health, mindfulness, mini-biography, online communication, organisation, positive contributions, real world, strong password, summarise, support</p> <p>Computer systems and networks – Search engines - appropriate, credit, data leak, deceive, fair, inappropriate, incorrect, index, keywords, privacy, rank, real, TASK, web crawler</p> <p>Data Handling – Mars Rover 1 - 8-bit binary, addition, ASCII, binary code, boolean, byte, construction, CPU, data transmission, decimal numbers, discovery, distance, hexadecimal, Mars Rover, moon, radio signal, RAM, research, scientist, signal, simulation, subtraction, transmit</p> <p>Creating media – Stop motion animation - animator, character, flip book, fluid movement, frame, model, still image, thaumatrope, zoetrope</p> <p>Programming – Programming music - beat, bugs, coding, command, melody, mindmap, performance, pitch, play, rhythm, tempo, timbre, tutorials</p>						
<p>French</p> 	<p>Class rules in French Lessons.</p> <p>Revisions:</p> <p>Greetings</p> <p>New Song/Chanson: Bonjour, Salut! Locate Lyon/Dijon + Europe countries in French.</p> <p>Etoile du jour (Star of the day)</p>	<p>Culture: Halloween /All saints/Toussaint / Text. Review Voc (+bonbon...), song.</p> <p>Recall Body parts Paperwork body: Je suis malade + J'ai mal.... Gram: Preposition a la, a le=au, aux... (Dr game/ dice/ cards of different body parts)</p>	<p>Happy new year/ Bonne année</p> <p>Culture/ 6 Jan: l'Épiphanie / la galette des rois Voc. La recette + Video</p> <p>New Song/Chanson: Vent frais...</p> <p>L'alphabet + Phonics/Graphems table</p>	<p>Culture: Recall Mardi gras (Shrove Tuesday) Carnival, Crêpes...</p> <p>Recall seasons + New poem/ weather: Quel temps fait il? Paper work + French Geography.</p> <p>Town of France/Les villes de France. Powerpoint /monuments/food...</p>	<p>Petit déjeuner Paper work New Song: le petit déjeuner Food I like/ don't like Gram: Negative form. + c'est bon, délicieux, degoutant, mauvais. Quantity: Beaucoup/un peu... + Meals/ les repas: déjeuner/gouter/ diner Bon appetit!</p>	<p>Asking for food in a café: Qu'est-ce que vous voudriez? Je voudrais... Verbe vouloir (to want)? Role play/c'est combien? Book: Du ketchup sur tes cornflakes?</p> <p>Euros</p>

<p>Le cahier de français: Prénom, nom de famille, le drapeau français. Les verbes et les questions: Quel est ton prénom? Mon prénom est... Practice.</p> <p>Class instructions + End of day instructions. + Prayer in French /translation with dictionary.</p> <p>Date & Weather (Report) Paper work. (word search/match sentences.)</p> <p>Numbers 1-100 Recall song/video</p> <p>Colours</p> <p>All vocabulary + All about me</p> <p>Grammar points</p> <p>L'alphabet/ Review main phonics + card game/ Je voudrais... Present phonics table</p> <p>Songs</p>	<p>Recall feelings? + Gram: Learn "tres" and negative form of verb.</p> <p>Culture: 11 Nov/ Le jour du souvenir. Recall vocabulary from previous years + new voc (word search) Gram: fem/masc/pl/phonics...</p> <p>Christmas voc. Merry Christmas/Joyeux Noël Traditional Food 24th evening. + Recall songs + new song: Mon beau sapin</p>	<p>Recall Multiples of 10 up to 100</p> <p>Culture/ 2 Feb: la chandeur (Candlemas)/ Crêpes/pancakes... La Recette</p>	<p>Culture/20 March/ Francophonie day! Les continents/Video</p> <p>Culture/Fête des mères (Mother day/ different date in France: 29th May) Revise Family voc + Describe my family in writing.</p> <p>School uniform/Mon uniforme ... Je porte /Dessin Verbe porter (to wear) Recall Clothes/Les vêtements/+ new Qu'est-ce que tu portes? paper work/ wordsearch. Gram: Et/ conjunction.... + colours adjectives agreement. Game to match colour words with clothes words!</p> <p>Culture/mid April: Joyeuses Paques Easter vocabulary Song: Frère Jacques</p>	<p>Verbes: manger (to eat), boire (to drink) Gram: Questions/Answers: Que manges tu au petit déjeuner? Sentence Building: Eg: au petit déjeuner, je mange.....au goûter je mange.....</p> <p>Culture/ 1 Mai: Fête du travail: Dessiner le muguet et Faits.</p> <p>Culture/ 8 Mai: Victoire de 1945 (Colorier les pays de l'entente/ pays en français)</p> <p>Recall Fruits voc & song / vegetables Paper work: Mots mêlés/ fruits + Devinette / traduire avec dico (eau) New Song: Les légumes Gram: Spot Adjectives.</p> <p>Multiples of 100 up to 1000</p>	<p>Culture/ 19 June: Fête des pères (Father's Day) New Song: Ma famille. Use of bi-lingual dictionary.</p> <p>Culture/ 21 Juin: Fête de la musique: recall all songs, instruments and learn music style. Express like and dislikes... j'aime, je n'aime pas, j'adore, je deteste. Gram: Recall Negative form of verb.</p> <p>Culture/ Bastille day - 14 Juillet /text/ (Questions words: Qui/quoi/quand/comm ent...) Eg. of questions, to create together.</p>	<p>Happy birthday /Joyeux anniversaire Mon anniversaire est le</p> <p>Song/Chanson: Quel âge as-tu? J'ai.... Ans.</p> <p>When is your birthday? Quand est ton anniversaire?</p>
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Happy holidays / Bonnes vacances
Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut taisez-vous, Regardez, Ecoutez, Oui, Non, S'il vous plait, Chantez, Comptez... + Excusez moi, Pardon, Écrivez, Dessinez, Coloriez, Découpez, Pliez, Coller, Distribuez, Ouvrez, Fermez, Rangez , Répétez, Croisez les bras.
 + End of day class instructions: Rangez les tables, Prenez votre livre, Prenez votre sac, prenez votre boite repas, prenez votre bouteille d'eau, Prenez vos vêtements, Priez.
Date: day, number, month.
Various Grammar points: Gender nouns: Masculine/feminine, Simple Plural, Adjectives agreement and words order, Definite (le,la,les) & Indefinite (un,une,des) articles, Possessives, Partitive articles (du/de/des), Formal and informal (tu/vous), Learning how to ask questions... Negative form (ne....pas), Prepositions of places: en, au, a la, aux, dans, Conjugation of simple verbs and simple pronouns: Etre, Avoir, Etre, Aller, Manger, Habiter, Jouer, Faire...
Use of bilingual dictionary.
French Phonics /Graphems
Sentence building: Present tense simple verbs and simple pronouns: Etre, Avoir, Aimer, Aller, Manger, Habiter, Jouer, Faire.

<p>PSHE/Sex and Relationships/ Safeguarding</p> 	<p>Me and My Relationships</p> <p>How good a friend are you?</p> <ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others • Give examples of some key qualities of friendship • Reflect on their own friendship qualities <p>Relationship cake recipe</p> <ul style="list-style-type: none"> • Identify what things make a relationship unhealthy 	<p>Valuing Differences</p> <p>Qualities of friendship</p> <ul style="list-style-type: none"> • Define some key qualities of friendship • Describe ways of making a friendship last • Explain why friendships sometimes end <p>Is it true?</p> <ul style="list-style-type: none"> • Understand that the information we see online, either text or images, is not always true or accurate • Recognise that some people 	<p>Keeping Safe</p> <p>Decision dilemmas</p> <ul style="list-style-type: none"> • Recognise which situations are risky • Explore and share their views about decision making when faced with a risky situation • Suggest what someone should do when faced with a risky situation <p>Would you risk it?</p> <ul style="list-style-type: none"> • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks 	<p>Rights and Respect</p> <p>Rights, respect and duties</p> <ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. <p>Lend us a fiver!</p> <ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; 	<p>Being the Best</p> <p>Star qualities</p> <ul style="list-style-type: none"> • Describe 'star' qualities of celebrities as portrayed by the media • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life • Describe 'star' qualities that 'ordinary' people have <p>Independence and responsibility</p>	<p>Growing and Changing</p> <p>Sex & Relationships</p> <p>Puberty</p> <p>How are they feeling?</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these • Explain strategies they can use to build resilience <p>Changing bodies and feelings</p>
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	<ul style="list-style-type: none"> Identify who they could talk to if they needed help <p>Being assertive</p> <ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. 	<p>post things online about themselves that aren't true, sometimes this is so that people will like them</p> <ul style="list-style-type: none"> Understand and explain the difference between sex, gender identity, gender expression and sexual orientation <p>Happy being me</p> <ul style="list-style-type: none"> Develop an understanding of discrimination and its injustice, and describe this using examples Empathise with people who have been, and currently are, subjected to injustice, including through racism Consider how discriminatory behaviour can be challenged 	<ul style="list-style-type: none"> Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these <p>Spot Bullying</p> <ul style="list-style-type: none"> Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. 	<ul style="list-style-type: none"> Suggest advice for a range of situations involving personal finance. <p>Fact or opinion?</p> <ul style="list-style-type: none"> Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. 	<ul style="list-style-type: none"> Identify people who are responsible for helping them stay healthy and safe Identify ways that they can help these people 	<ul style="list-style-type: none"> Know the correct words for the external sexual organs Discuss some of the myths associated with puberty <p>Taking notice of our feelings</p> <ul style="list-style-type: none"> Understand what kinds of touch are acceptable or unacceptable Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch
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Key Vocabulary
Me and My Relationships – negotiation, compromise, conflict, resolution, insensitive, sensitive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe.

Valuing Difference – excluded, discrimination, prejudice, diverse, multicultural society, sex, sexual orientation, gender identity, gender expression, racism.

Keeping Safe – assessing risk, pressure, influence, risk taking, dare, resist pressure, substance, stimulant, habit, addiction, norms, perception, cigarettes, alcohol.

Rights and Respect – responsibility, fact, opinion, rights, duties, borrow, loan, credit, debit, interest, costs, wages, salaries, rent.

Being My Best – perseverance, commitment, resilience, determination, patience, interpersonal skills, independence, responsibility, personal qualities, celebrities.

Growing and Changing – wellbeing, resilience, trust, unwanted attention, unwanted touch, confidential, testicles, foreskin, anus, erection, bra, body anxiety, penis, period protection, sweat, washing, body confidence, emotions, spots, body autonomy, body odour, hormones, hydration, exercise, sleep, breast development, hips widen, period, menstruation, genitalia, puberty, hormones, emotional change, mood swings.