

Year 5 overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Reading Lessons Shackleton - William Grill</p> <p>Writing Endurance Narrative Shackleton</p> <p>Information text Antarctica</p> <p>Class Readers Skellig- David Almond</p>	<p>Reading Lessons Boy-Roald Dahl</p> <p>Writing Time portal narrative Linked to Ancient Egypt</p> <p>Persuasive letter Linked to Boy</p> <p>Class Readers Wonder-R.J.Palacio</p>	<p>Reading Lessons Sky song</p> <p>Writing Newspaper report Linking to coastal defences</p> <p>Flashback narrative Based on film clip 'Ruin'</p> <p>Class Readers Around the World in 80 Days-Jules Verne</p>	<p>Reading Lessons Boy in the tower</p> <p>Writing Balanced Argument Linked to Vikings</p> <p>Character description Gollum</p> <p>Class Readers The Hobbit J.R.R Tolkien</p>	<p>Reading Lessons A Galaxy of Her Own: Amazing Stories of Women in Space.</p> <p>Writing Poetry Linked to the Jabberwocky</p> <p>Biography Linked to a Galaxy of her Own</p> <p>Class Readers Jabberwocky (poem)-Lewis Carroll</p>	<p>Reading Lessons Street child</p> <p>Writing Playscripts Linked to Street Child</p> <p>Narrative Suspense narrative linked to Street Child</p> <p>Class Readers Separate is Never Equal: Sylvia Mendez and her Family Fight for Desegregation-Duncan Tonathuh</p>
Writing Skills	<ul style="list-style-type: none"> To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To use brackets, dashes or commas to indicate parenthesis. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. 	<ul style="list-style-type: none"> To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To regularly use dialogue to convey a character and to advance the action and movement so that meaning is clear. To use commas consistently to clarify meaning or to avoid ambiguity. 	<ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. 	<ul style="list-style-type: none"> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. 	<ul style="list-style-type: none"> To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To perform their own compositions confidently using appropriate intonation, volume 	<ul style="list-style-type: none"> To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
Reading Skills	<ul style="list-style-type: none"> Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. Compare different versions of texts and talk about their differences and similarities. 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Identify significant ideas, events and characters and discuss their significance. Listen to and build on others' ideas and opinions about a text. 	<ul style="list-style-type: none"> Re-read and read ahead to check for meaning. Use strategies to explore the meaning of idiomatic and figurative language. Make predictions from what has been read. 	<ul style="list-style-type: none"> Identify and comment on the writer's use of language for effect. for example, precisely chosen adjectives, similes and personification. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence from the text. 	<ul style="list-style-type: none"> Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Identify grammatical features used by writers – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. Express a personal point of view about a text, giving reasons. 	<ul style="list-style-type: none"> Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features. Summarise the main ideas drawn from a text. Express a personal point of view about a text, giving reasons.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Topics	<p>Number - Place Value</p> <p>Number - Addition and Subtractions</p>	<p>Number- Multiplication and division A</p> <p>Number- Fractions A</p>	<p>Number - Multiplication and Division</p> <p>Number- Fractions B</p>	<p>Number- Decimals and percentages</p> <p>Measurement- Perimeter and area</p> <p>Statistics</p>	<p>Geometry- Shape</p> <p>Geometry- Position and direction</p>	<p>Number- Decimals</p> <p>Number- Negative numbers</p> <p>Measurement- Converting units</p> <p>Measurement- Volume</p>
Year 5 Skills	<ul style="list-style-type: none"> • Roman numerals to 1,000 • Numbers to 10,000 • Numbers to 100,000 • Numbers to 1,000,000 • Read and write numbers to 1,000,000 • Powers of 10 • 10/100/1,000/10,000/100,000 more or less • Partition numbers to 1,000,000 • Number line to 1,000,000 • Compare and order numbers to 100,000 • Compare and order numbers to 1,000,000 • Round to the nearest 10, 100 or 1,000 • Round within 100,000 • Round within 1,000,000 • Mental strategies • Add whole numbers with more than four digits • Subtract whole numbers with more than four digits • Round to check answers • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems • Compare calculations • Find missing numbers 	<ul style="list-style-type: none"> • Multiples • Common multiples • Factors • Common factors • Prime numbers • Square numbers • Cube numbers • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiples of 10, 100 and 1,000 • Find fractions equivalent to a unit fraction • Find fractions equivalent to a non-unit fraction • Recognise equivalent fractions • Convert improper fractions to mixed numbers • Convert mixed numbers to improper fractions • Compare fractions less than 1 • Order fractions less than 1 • Compare and order fractions greater than 1 • Add and subtract fractions with the same denominator • Add fractions within 1 • Add fractions with total greater than 1 • Add to a mixed number • Add two mixed numbers • Subtract fractions • Subtract from a mixed number • Subtract from a mixed number – breaking the whole • Subtract two mixed numbers 	<ul style="list-style-type: none"> • Multiply up to a 4-digit number by a 1-digit number • Multiply a 2-digit number by a 2-digit number (area model) • Multiply a 2-digit number by a 2-digit number • Multiply a 3-digit number by a 2-digit number • Multiply a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Divide a 4-digit number by a 1-digit number • Divide with remainders • Efficient division • Solve problems with multiplication and division • Multiply a unit fraction by an integer • Multiply a non-unit fraction by an integer • Multiply a mixed number by an integer • Calculate a fraction of a quantity • Fraction of an amount • Find the whole • Use fractions as operators 	<ul style="list-style-type: none"> • Decimals up to 2 decimal places • Equivalent fractions and decimals (tenths) • Equivalent fractions and decimals (hundredths) • Equivalent fractions and decimals • Thousandths as fractions • Thousandths as decimals • Thousandths on a place value chart • Order and compare decimals (same number of decimal places) • Order and compare any decimals with up to 3 decimal places • Round to the nearest whole number • Round to 1 decimal place • Understand percentages • Percentages as fractions • Percentages as decimals • Equivalent fractions, decimals and percentages • Perimeter of rectangles • Perimeter of rectilinear shapes • Perimeter of polygons • Area of rectangles • Area of compound shapes • Estimate area • Draw line graphs • Read and interpret line graphs • Read and interpret tables • Two-way tables • Read and interpret timetables 	<ul style="list-style-type: none"> • Understand and use degrees • Classify angles • Estimate angles • Measure angles up to 180° • Draw lines and angles accurately • Calculate angles around a point • Calculate angles on a straight line • Lengths and angles in shapes • Regular and irregular polygons • 3-D shapes • Read and plot coordinates • Problem solving with coordinates • Translation • Translation with coordinates • Lines of symmetry • Reflection in horizontal and vertical lines 	<ul style="list-style-type: none"> • Use known facts to add and subtract decimals within 1 • Complements to 1 • Add and subtract decimals across 1 • Add decimals with the same number of decimal places • Subtract decimals with the same number of decimal places • Add decimals with different numbers of decimal places • Subtract decimals with different numbers of decimal places • Efficient strategies for adding and subtracting decimals • Decimal sequences • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply and divide decimals – missing values • Understand negative numbers • Count through zero in 1s • Count through zero in multiples • Compare and order negative numbers • Find the difference • Kilograms and kilometres • Millimetres and millilitres • Convert units of length • Convert between metric and imperial units • Convert units of time • Calculate with timetables • Cubic centimetres • Compare volume • Estimate volume • Estimate capacity

	Science	Humanities	R.E.	Computing	PSHE	P.E.	Music	Art and Design/Design Technology	MFL
Term 1	<p>Properties and Changes of Materials</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Compare and group everyday materials based on properties. Know that some materials will dissolve in liquid to form a solution Describe how to recover a substance from a solution. Explain why a material dissolves based on conditions. Use knowledge of states of matter to decide how mixtures might be separated Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials Demonstrate and explain reversible and irreversible changes. <p>Key Vocabulary: hardness, solubility, transparency, soluble, insoluble, conductor, insulator, conductivity, magnetic, Dissolve, Solution, substance, Sieving, filtering, evaporating, dissolving, Reversible change, irreversible change.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Plan various scientific enquiries to answer questions. Recognise and control variables when necessary. Take measurements with accuracy and precision Record data using line graphs and more complex tables. Use test results to make further comparative and fair tests and make predictions. Report findings including conclusions, causal relationships and explanations. Make decisions within enquiry <p>Related Scientists Spencer Silver, Ruth Benerito</p>	<p>Geography</p> <p>Marvellous Maps Using an index to find a place name. Finding the correct page in an atlas by using the index. Finding a location on a page by using simple and more detailed coordinates. Identify physical features on a map. Using a key to find out what a symbol means. Find similarities between maps of the same location. Suggest what the differences they have seen might tell them about why a place has changed.</p>	<p>Belief into Action (Sikhism)</p> <p>Working towards: I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others.</p> <p>Expected: (Working at expectation) I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Secure: (Working above expectation) I can explain some of the beliefs that are important to me and how I choose to show commitment to them. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>	<p>Computing Systems and Networks - The Internet</p> <ul style="list-style-type: none"> To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together To contribute to a shared project online To evaluate different ways of working together online <p>E-SAFETY</p> <p>Self Image and Identity</p> <ul style="list-style-type: none"> Explain how identity online can be copied, modified or altered Demonstrate how to make responsible choices about online identity depending on context. <p>Online Reputation</p> <ul style="list-style-type: none"> Search for information about an individual online and summarise the information found Describe the ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. 	<p>Achievements and Careers</p> <ul style="list-style-type: none"> What am I good at? What does the future hold? What will my future career be? 	<p>Invasion Games Netball</p> <ul style="list-style-type: none"> Choose different formations to suit the needs of the game Work effectively as a team Use a variety of tactics to keep possession of the ball applying principles of attacking Use defending principles in game situations including marking, tracking and covering to gain possession. Increase accuracy of passing and shooting skills Use a variety of skills to keep the ball, thinking about moving towards the goal, different positions and use of space. Work on accuracy of footwork Demonstrate an understanding of the rules of Hi-5 netball. position. <p>Gymnastics Advanced Flight (SpringBoards)</p> <p>Gymnastics Skills</p> <ul style="list-style-type: none"> Travel in different ways including using flight Use equipment to vault in a variety of ways Straight jump from a spring board Tuck jump from a spring board Squat jump from springboard to vault Pike, star, tuck, straddle and straight jump from a vault. <p>Jump half and full turns.</p>	<p>Emotions and musical styles How does music connect us with our past? - Blues</p>	<p>Food Tech - Soup</p> <ul style="list-style-type: none"> Explain how to be safe / hygienic and follow own guidelines Present product well: interesting, attractive, fit for purpose -Describe how recipes can be adapted to change appearance, taste, texture, aroma Explain how there are different substances in food / drink needed for health Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source 	<p>Spanish</p> <p>Language Angels Unit: Phonics lesson 3 And Do you have a pet? Tienes Mascota I</p> <p>Unit Objective: To say what pet you have and do not have in Spanish</p> <p>Skills we will develop: To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> GA sound in gato & tortuga GO sound in gorra & abrigo Stress Placement. Accents.
Term 2	<p>Living Things and their Habitats</p> <p>Key Learning:</p>	<p>What was life like in Ancient Egypt?</p> <p>CIVILISATION</p>	<p>Christmas (Incarnation-Christianity)</p> <p>Working towards:</p>	<p>Creating Media - Video Editing</p> <ul style="list-style-type: none"> To recognise video as moving pictures, which can include audio 	<p>Identifying and Managing Risks</p> <ul style="list-style-type: none"> To know the terms: 'risk', 'danger' and 'hazard'. 	<p>Invasion Games Tag Rugby</p> <ul style="list-style-type: none"> Pass and catch a ball whilst running at different 	<p>Using Chords and Structure How does music shape our way of life?</p>	<p>Art:</p> <p>Drawing Studying the work of landscape and coastal artist</p>	<p>French</p> <p>Phonics lesson 1, 2 and 3 Fruits: Les Fruits E</p>

	<ul style="list-style-type: none"> Describe, explain and compare the stages of the life cycles for mammals, birds, insects and amphibians Describe, explain and compare the life cycles of different types of plants Describe the life process of reproduction in some plants and animals. Explain the functions of the parts of a flower. Describe differences between sexual and asexual reproduction Describe stages in the process of sexual reproduction in plants. Describe how new plants can be grown in ways other than from seeds. <p>Key Vocabulary: birds, amphibians, mammals, life cycle, reproduction, reproduction, sexual, asexual, genetic, classification, marsupial, monotremes, placentals.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> To draw and label accurate scientific diagrams with labels To use a classification key Identify scientific evidence that has been used to support or refute ideas/arguments. Observe/compare life cycles Ask questions and suggest reasons for similarities and differences. <p>Related Scientists David Attenborough, Jane Goodall, Eva Crane</p>	<p>Learning intentions</p> <ul style="list-style-type: none"> -when and where ancient Egyptians lived and what period of British history coincides with Ancient Egyptian times -what was important to people during Ancient Egyptian times -the process of Mummification was and why it mattered to people in Ancient Egypt. -how life was different for different members of society living in Ancient Egypt. -what we can learn about life in ancient Egypt from Artefacts left behind -Why is Tutankhamun's tomb significant when his reign was not? <p>Vocabulary: Civilisations, BC, AD, irrigation, silt, hieroglyphics, cartouche, pharaoh, embalming, mummification, tomb, burial chamber, antechamber, canopic jars, natron salt, linen, amulets, sarcophagus, sphinx.</p>	<p>I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.</p> <p>Expected: (Working at expectation)</p> <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>Secure: (Working above expectation)</p> <p>I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>	<ul style="list-style-type: none"> To identify digital devices that can record video To capture video using a digital device To recognise the features of an effective video To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video <p>E-SAFETY</p> <p>Online Relationships</p> <ul style="list-style-type: none"> Give examples of technology specific forms of communication (emojis, memes, GIFS) Explain there are some people that one may come in to contact with online that may want to harm to others and to recognise one is not at fault for this Describe some of the ways people may be involved in online communities and may wish to collaborate constructively with others to make positive contributions. (gaming, social media groups) Explain how someone can get help if they are having problems and identify when to tell a trusted adult. Demonstrate how to support others who may be having difficulties online. 	<ul style="list-style-type: none"> To recognise how independence may bring greater risk Pressure to behave in unsafe ways. Sun safety. People who can help you stay safe. To recognise and manage 'dares'. Online safety. 	<p>speeds. Keep control of the ball when running and passing to ensure passing is accurate</p> <ul style="list-style-type: none"> Understand the defensive duties in tag rugby and process of tagging Understand the importance of keeping in a line in both attacking and defending plays Improve decision making skills to choose the right needs of the situation Use tactics in games to achieve success as a team Participate in competitive games understanding the rules <p>Dance</p> <p>Dance Skills</p> <ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style Respond imaginatively to a range of stimuli related to character and narrative Compose a dance that reflects the chosen dance style Demonstrate changes in pace and timing in movements Use transitions to link motifs together smoothly <p>Performance</p> <ul style="list-style-type: none"> Perform longer more complex sequences in time to music Perform applying skill and technique with control and accuracy. Perform different styles of dance clearly and fluently <p>Evaluate</p> <ul style="list-style-type: none"> Recognise and comment on dances showing an understanding of style Explain why they have used particular skills or techniques in their dance and the effect of this. Modify parts of a sequence as a result of self or peer evaluation 		<p>Stephen Wiltshire. Creating own landscape and coast drawings</p> <ul style="list-style-type: none"> -Start to develop their own style using tonal contrast and mixed media. -Work in a sustained and independent way to develop their own style of drawing. -Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. -Develop an awareness of composition, scale and proportion in their work. -Use language appropriate to skills – pattern, tone, shape, line. -Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. 	<p>Unit Objective: To say what fruit we like and do not like in French.</p> <p>Skills we will develop: Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.</p> <p>Phonics & pronunciation we will see:</p> <ul style="list-style-type: none"> Recommended phonics focus: CH OU ON OI OI sound in poire Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les Guttural 'R'.
Term 3	<p>Animals Including Humans</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. Order and identify the 6 stages of human development Describe and explain the main changes that happen during puberty 	<p>Geography</p> <p>Coasts</p> <p>Features of a coastline Famous UK coastal features Erosion, deposition and weathering Coastlines in the past</p>	<p>Beliefs and Moral Values (Sikhism)</p> <p>Working towards:</p> <p>I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn</p>	<p>Programming A - Selection in Physical Computing (Purple Mash Unit 5.1)</p> <ul style="list-style-type: none"> To control a simple circuit connected to a computer To write a program that includes count-controlled loops 	<p>Sex and Relationships education - puberty</p> <ul style="list-style-type: none"> How your body and emotions may change as you approach puberty. What is human reproduction? Taking care of your own body. Boundaries and consent 	<p>Net and Wall Volleyball</p> <ul style="list-style-type: none"> Adopt a good ready position on court and show good awareness of others in game situations Apply basic principles suitable for defending Apply basic principles for attacking by identifying 	<p>Berkshire Maestros Learning a brass instrument.</p>	<p>D&T Torches</p> <p>Design:</p> <ul style="list-style-type: none"> Use internet and questionnaires for research and design ideas Create own design criteria Produce a logical, realistic plan and explain it to others 	<p>Spanish</p> <p>Language Angels: The weather: Que Tiempo Hace</p> <p>Unit Objective: To be able to describe the weather in Spanish</p> <p>Skills we will develop: To learn how to describe the</p>

	<ul style="list-style-type: none"> Give reasons for the changes that occur during puberty. Analyse the similarities and differences in how males and females experience puberty. Understand the main changes that happen in old age. Research gestation periods of mammals Record length and mass of a baby as it grows. <p>Key Vocabulary: puberty, adolescence, infancy</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Compare and present data using line graphs Compare and present data using bar charts Report findings orally. Compare graph types and select most appropriate for presenting data. Analyse and report findings in written explanations. <p>Related Scientists</p>	Physical changes to the Earth predicted to occur by 2050 Human activity and changes to the landscape	from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave. Expected: (Working at expectation) I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. Secure: (Working above expectation) I can give my opinion as to why stories may be important to people today. I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. I can explain why Sikh stories could be considered important today.	<ul style="list-style-type: none"> To explain that a loop can stop when a condition is met, eg number of times To conclude that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a controllable system that includes selection <p>E-SAFETY</p> <p>Online Bullying</p> <ul style="list-style-type: none"> Recognise online bullying can be different to bullying in the physical world and describe some of those differences Describe how what one person perceives as playful joking and teasing (banter) might be experienced by others as bullying. Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult Identify a range of ways to report concerns and access support in school and at home about online bullying Explain how to block abusive users <ul style="list-style-type: none"> Describe the helpline services which can help people experiencing bullying and how to access them 		spaces and hitting into gaps. <ul style="list-style-type: none"> Use good footwork that allows the ball to be hit with good techniques Direct the ball towards the opponent's court or target area. Work as a team to score points against opposing team <p>Gymnastics</p> <p>Forming Routines</p> <p>Gymnastics Skills</p> <ul style="list-style-type: none"> Create a sequence of actions that it a theme Increase range of actions, directions and levels within a sequence Move with clarity, fluency and expression Improve placement and alignment of body parts within a balance Carry out balances recognising the position of centre of gravity and how this affects balance Combine different pieces of equipment and movement within a sequence Confidently use a vault in a variety of ways. Perform jumps, shapes and balances with fluency and control. 	<ul style="list-style-type: none"> Clearly explain how parts of product will work Use computer-aided designs <p>Make:</p> <ul style="list-style-type: none"> Use selected tools/equipment with good level of precision Follow detailed step-by-step plan Explain how product will appeal to an audience Mainly accurately apply a range of finishing techniques <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate quality of design while designing and making Test and evaluate final product -Research how sustainable materials are Talk about some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products 	weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map. Phonics & pronunciation we will see: Recommended phonics focus: GA GE GI GO GU <ul style="list-style-type: none"> Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in España. Accents.. 	
Term 4	<p>Earth and Space</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Explain the movement of the Earth, and other planets, relative to the Sun in the solar system. Explain 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. Name and order planets in the solar system <p>Key Vocabulary: geocentric, heliocentric, solar system, planets, eclipse, satellite, universe, solar,</p>	<p>Vikings</p> <p>INVADERS AND SETTLERS</p> <p>Learning intentions</p> <ul style="list-style-type: none"> -Know where the Vikings came from and when they invaded Britain. -Describe in great detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild. -Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments. -Demonstrate a full understanding of how the Vikings have shaped 	<p>Easter (Salvation-Christianity)</p> <p>Working towards:</p> <p>I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.</p> <p>Expected: (Working at expectation)</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on</p>	<p>Flat File Databases (Purple Mash Unit 5.4)</p> <ul style="list-style-type: none"> To use a form to record information To compare paper and computer-based databases To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To apply my knowledge of a database to ask and answer real-world questions <p>E-SAFETY</p> <ul style="list-style-type: none"> Managing Online Information 	Sex Education and Relationships- Conception and relationships Different types of families. What do they all have in common? Love, respect. What to do if you're worried about a relationship. How babies are made.	<p>Net and Wall Tennis</p> <ul style="list-style-type: none"> Hit the ball with purpose, varying speed, height and direction. Direct the ball towards the opponent's court. Perform skills such as forehand and backhand shots with control and confidence. Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area. Participate in competitive games. Adopt a good ready position and show good position on court. Use good footwork that allows the ball to be hit 	<p>Berkshire Maestros</p> <p>Learning a brass instrument.</p>	<p>Art</p> <p>Collage</p> <p>Exploring the works of artist Maria Torroba</p> <ul style="list-style-type: none"> -Become increasingly confident in creating images. -Tear, cut, layer and overlap a range of found and created materials. -Consider how to affix collage materials depending on its qualities e.g. use PVA for fabrics, glue stick for paper. -Add collage to a painted, drawn or printed background using a range of media. -Arrange and adapt materials to improve the aesthetic appeal. -Talk about the process involved in their collage work 	<p>French</p> <p>Family: La Famille I</p> <p>Unit Objective: To talk about your own / an imaginary family in French</p> <p>Skills we will develop: We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives. We will improve our ability to</p>

	<p>sphere, spherical, celestial body, axis, orbit, rotate,</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Explain scientific theories in my own words • Evaluate Scientific theories • Identify scientific evidence that has been used to support or refute ideas • Draw and label scientific diagrams. • Explain theories of planetary movement in the solar system using evidence. • Distinguish between heliocentric and geocentric ideas of planetary movement. <p>Related Scientists Nicolaus Copernicus, Galileo Galilei, Claudius Ptolemy, Alhazen, Katherine Johnson, Margaret Hamilton</p>	<p>British culture and history by composing historically valid questions.</p> <p>Vocabulary: Axe, long boat, shield, spear, freeman, horn cup, sword, thatched house, slave, raided, pillaged, invaded.</p>	<p>this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>Secure: (Working above expectation) I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>	<ul style="list-style-type: none"> • Explain the benefits and limitations of using different technology types of search technologies. (voice search) • Explain how some technologies can limit the information you are presented with. • Explain what is meant by 'being sceptical' and give examples of when and why it is important to be sceptical. • Evaluate digital content and explain how to make choices about what information is trustworthy • Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability, evidence • Identify ways the internet can draw us to information for different agendas (eg pop ups and targeted ads.) • Describe ways of identifying when online content has been commercially sponsored/boosted • explain what is meant by the term 'stereotype' and how stereotypes are amplified and reinforced online • Describe how fake news may affect someone's emotions and behaviours and why this may be harmful. • Explain what is meant by a 'hoax' explain why someone would need to think carefully before they share. 		<p>with good technique.</p> <ul style="list-style-type: none"> • Apply the principles of attacking • Identify spaces and understand the tactic of hitting into gaps. <p>Outdoor Adventurous Activities</p> <ul style="list-style-type: none"> • Start to orientate themselves with increasing confidence and accuracy around an orienteering course. • Design an orienteering course that can be followed and offers challenges to others. • Begin to use navigation equipment to orientate around a trail. • Use clear communication to effectively complete a particular course as a team. • Complete orienteering activities both as part of a team and independently. • Identify a key on a map and begin to use the information in activities. • Choose the best equipment for an outdoor activity. • Create an outdoor activity that challenges others. • Create a simple plan of an activity for others to follow. • Identify the quickest route to accurately navigate • Communicate effectively and clearly with others • Work effectively as part of a team • Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. • Complete an orienteering course on multiple occasions in a quicker time due to improved technique. • Improve a trail to increase the challenge of a course. 	<p>and suggest areas for development.</p> <p>-Consider most appropriate collage techniques to create desired effect, e.g. crumpling to create texture, tearing and ripping to create purposeful layers etc.</p>	<p>choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.</p> <p>Phonics & Pronunciation we will see: Recommended phonics focus: I IN ILLE IQUE</p> <ul style="list-style-type: none"> • I sound in Famille & Fille • IN sound in cinq & cinquante • ILLE sound in Famille • IQUE sound in unique • Silent Letters: The final consonant (s) is not pronounced in appelles, ans, soeurs, mes grandparents, les or parents. This is often but not always the case in French. • Elision.
Term 5	<p>Forces</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Accurately measure an object's weight and mass. 	<p>Geography</p> <p>Global Trade</p> <p>Trading Imports and exports Fair trade Trade today and in the past Global supply chain</p>	<p>Prayer and Worship (Sikhism)</p> <p>Working towards: I can express why showing commitment to something may be a good thing. I can describe some of the ways</p>	<p>Creating Media - Vector Drawing</p> <ul style="list-style-type: none"> • To identify that drawing tools can be used to produce different outcomes • To create a vector drawing by combining shapes 	<p>Images and the Media</p> <ul style="list-style-type: none"> • Images in the media and how they do not always reflect reality. Resisting pressure and asking for help. <p>How to manage requests for images of yourself or others.</p>	<p>Athletics</p> <p>RUNNING</p> <ul style="list-style-type: none"> • Choose the appropriate speed to run at for the distance to be covered. • Accelerate from a variety of starting positions and select their preferred position. • Continue to practise and 	<p>Berkshire Maestros Learning a brass instrument.</p> <p>Art</p> <p>Printmaking Studying the work of artist Andy Warhol and creating prints in the pop-art style</p> <ul style="list-style-type: none"> • -Use tools in a safe way. 	<p>Spanish</p> <p>Language Angels: Habitats I</p> <p>Unit Objective: To learn more about different types of habitats and their plant and animal adaptations in</p>

	<ul style="list-style-type: none"> Identify and explain forces acting upon an object. Identify balanced and unbalanced forces Identify effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, (inc levers, pulleys and gears) allow small forces to have a greater effect. Explain how Galilei and Newton helped to develop the theory of gravitation. <p>Key Vocabulary: gravity, air resistance, water resistance, friction, surface, effect, accelerate, decelerate, brake, mechanism, pulley, gear, spring, streamline</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Identify and control variables within an investigation Use results to make further predictions and set up comparative and fair tests. Record data using graphs Take measurements using force metres and scales with accuracy and precision. Plan various scientific enquiries to answer questions. Reflect on the degree of trust in results from an enquiry. Identify scientific evidence that has been used to support or refute an argument. <p>Related Scientists Isaac Newton, Orville and Wilbur Wright, Galileo Galilei</p>		<p>that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.</p> <p>Expected: (Working at expectation) I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Secure: (Working above expectation) I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p>	<ul style="list-style-type: none"> To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To evaluate my vector drawing <p>E-SAFETY</p> <p>Health, Wellbeing & Lifestyle</p> <ul style="list-style-type: none"> Describe ways technology can affect health and well-being both positively and negatively Describe some strategies and tips to promote health and well-being with regards to technology Recognise benefits and risks of accessing information about health and well-being online and how we should balance this with talking to professionals and trusted adults Explain how and why some apps and games may request or take payment for additional content (in app purchases) and explain the importance of seeking permission from a trusted adult before purchasing. 	<ul style="list-style-type: none"> . 	<p>refine their technique for sprinting, focusing on an effective sprint start.</p> <ul style="list-style-type: none"> Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Demonstrate stamina, in longer distance runs <p>JUMPING</p> <ul style="list-style-type: none"> Improve technique for distance jumping Perform an effective standing long jump Perform standing triple jump with greater confidence Develop technique for standing vertical jump Land safely with control <p>THROWING</p> <ul style="list-style-type: none"> Refine techniques for throwing a variety of implements (Javelin, shot put, discus) (pull throw, push throw) Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. <p>Striking and Fielding Rounders</p> <ul style="list-style-type: none"> Hold and swing a rounders bat correctly in order to connect with a bowled ball Bowl a rounders ball using the correct technique in order to reach the batter Catch a ball accurately when it is thrown directly to them Accurately throw a ball overarm and underarm in the right direction Use a range of tactics during a game when instructed and explain how these will benefit the overall strategy. Hit a bowled ball out into the field Control the speed and direction of the ball when bowling Move into the correct position or space to catch a ball that is thrown or hit into the field Accurately throw a ball overarm or underarm to reach a designated target Choose and apply relevant tactics during a game according to an agreed strategy. 		<ul style="list-style-type: none"> -Expand experience in 3 colour printing. -Increase awareness of mono and relief printing. -Start to overlay prints with other media. -Demonstrate experience in a range of printmaking techniques. -Create detailed printing patterns by developing sketchbook designs and processes. -Adapt work according to their views and describe how they might develop it further. -Develop experience in fabric printing. 	<p>Spanish.</p> <p>Skills we will develop: To write longer more interesting sentences, that include a habitat, a plant and a relevant animal that live in that habitat. Expanding sentences to include an adaptation of each plant and/or animal in that habitat.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> B sound in brazos, arbustos & árboles V sound in vive & viven QU sound in parque Z sound in luz Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like tro-pi-cal. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like de-sier-to. Accents. Ñ tilde
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Term 6	<p>STEM PROJECT Slo-Mo Marble Challenge Challenge Slo-Mo Marble</p> <p>Key Learning:</p> <ul style="list-style-type: none"> To design and build a slow mo marble run using knowledge by utilising knowledge of forces and friction. To work as a team to design a slow mo marble run choosing appropriate materials. <p>Key Vocabulary: gravity, air resistance, water resistance, friction, surface, effect, accelerate, decelerate, brake, mechanism, pulley</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> taking measurements with accuracy and precision Use a range of scientific equipment with increasing accuracy and precision. Take repeat readings when appropriate Report findings orally. Use test results to make further comparative and fair tests and make predictions. Recognise and control variables when necessary. Make decisions based on scientific evidence and knowledge. Identify and control variables within an investigation. 	<p>Victorians INDUSTRIALISATION</p> <p>Learning intentions</p> <ul style="list-style-type: none"> To know when the Victorian era fits in with with previously learned history Explain how the population grew and how industrialisation changed the way people worked Explain how transport and communications changed and the impact on society To discuss the changes in education and the impact on society Know about voting in Victorian times and the start of the suffragette movement. <p>Vocabulary:</p> <p>Penny Black, chimney sweep, railway, mining, cane, Houses of Parliament, top and whip, cup and ball, flat iron, washboard, dolly, mangle, Crystal Palace, steam engine.</p>	<p>Beliefs and Practices (Christianity)</p> <p>Working towards:</p> <p>I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.</p> <p>Expected: (Working at expectation)</p> <p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>Secure: (Working above expectation)</p> <p>I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p>	<p>Programming B - Selection in Quizzes (Purple Mash Unit 6.7)</p> <ul style="list-style-type: none"> To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program <p>E-SAFETY</p> <p>Privacy and Security</p> <ul style="list-style-type: none"> Explain what a strong password is and demonstrate how to create one. Explain how many free apps or services may read and share private information with others Explain what app permissions are and can give some examples. <p>Copyright and Ownership</p> <ul style="list-style-type: none"> Assess and justify when it is acceptable to use the work of others give examples of content that is permitted to be reused and know how this content can be found online. 	<p>Bullying: R1-R18 R 19-21</p> <ul style="list-style-type: none"> Differences and similarities occur because of a number of factors (protected characteristics). The consequences of teasing, bullying and aggressive behaviours. 	<p>Athletics</p> <p>RUNNING</p> <ul style="list-style-type: none"> Choose the appropriate speed to run at for the distance to be covered. Accelerate from a variety of starting positions and select their preferred position. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Demonstrate stamina, in longer distance runs <p>JUMPING</p> <ul style="list-style-type: none"> Improve technique for distance jumping Perform an effective standing long jump Perform standing triple jump with greater confidence Develop technique for standing vertical jump Land safely with control <p>THROWING</p> <ul style="list-style-type: none"> Refine techniques for throwing a variety of implements (Javelin, shot put, discuss) (pull throw, push throw) Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. <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 when swimming Perform safe self-rescue in different water based situations 	<p>Exploring Notion Further How does music teach us about ours and other communities?</p>	<p>D&T Tye Dye cushions</p> <p>Design:</p> <ul style="list-style-type: none"> Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose Have a range of ideas Use cross-sectional planning and annotated sketches Model and refine design ideas by making prototypes and using pattern pieces. <p>Make:</p> <ul style="list-style-type: none"> Mainly aerials/components Begin to be resourceful with practical problems <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate ideas and finished product against specification, considering purpose and appearance. Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose. Accurately measure, mark out, cut and shape materials/components Mainly accurately assemble, join and combine mate 	<p>French</p> <p>Clothes: LES VÊTEMENTS</p> <p>To describe what clothes you are wearing by colour in French</p> <p>Skills we will develop: To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> É sound in écharpe E sound in chemise & chemisier EAU sound in manteau Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense. Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.
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