Year: 5 **Cambridge Road C P & N School Curriculum**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1  | Summer 2 |
| Pathways to Write Text | Queen of the Falls | The Lost Happy Endings by Carol Ann Duffy | Arthur and the Golden Rope by Joe Todd-Stanton  | The Darkest Dark by Chris Hadfield | The Paperbag Prince by Colin Thompson | The Hunter by Paul Geraghty |
| Linked texts | Goodnight Stories for Rebel Girls by Elena Favilli or The Boy who Swam with Piranhas by David Almond | Hansel and Gretel by Neil Gaiman | Odd and the Frost Giants by Neil Gaiman | Cosmic by Frank Cottrell Boyce | The Last Wild by Piers Torday | Life doesn’t frighten me - Poem by Maya Angelou |
| English Reading | *Draw inferences (characters feelings, thoughts and motives);* *justify with evidence* *Predict from details stated and implied* *Summarise main ideas, identifying key details* *Identify how language, structure and presentation contribute to meaning* *Evaluate authors’ language choice* *Distinguish between fact and opinion* *Participate in discussion about books* *Explain and discuss understanding of reading**Provide reasoned justifications for views* | *Identify and discuss themes and conventions* *Draw inferences (characters’ feelings, thoughts, and motives); justify with evidence* *Predict from details stated and implied* *Summarise main ideas, identifying key details* *Identify how language, structure and presentation contribute to meaning* *Evaluate authors’ language choice* *Explain and discuss understanding of reading* *Participate in discussion about books* *Provide reasoned justifications for views* | *Identify and discuss themes and conventions* *Make comparisons within and across texts* *Learn poetry by heart* *Check sense, discuss understanding and explore meaning of words in context* *Ask questions to improve understanding* *Draw inferences (characters’ feelings, thoughts, and motives); justify with evidence* *Summarise main ideas, identifying key details* *Retrieve, record, and present information from non-fiction* *Explain and discuss understanding of reading* | *Identify and discuss themes and conventions* *Check sense, discuss understanding and explore meaning of words in context* *Draw inferences (characters’ feelings, thoughts, and motives); justify with evidence* *Predict from details stated and implied* *Summarise main ideas, identifying key details**Identify how language, structure and presentation contribute to meaning* *Evaluate authors’ language choice* *Distinguish between fact and opinion* *Retrieve, record, and present information from non-fiction* | *Make comparisons within and across texts* *Check sense, discuss understanding and explore meaning of words in context* *Ask questions to improve understanding* *Predict from details stated and implied* *Identify how language, structure and presentation contribute to meaning* *Distinguish between fact and opinion* *Retrieve, record, and present information* *Explain and discuss understanding of reading* *Provide reasoned justifications for views* | *Make comparisons within and across books* *Check sense, discuss understanding and explore meaning of words in context* *Draw inferences (characters’ feelings, thoughts, and motives); justify with evidence* *Predict what might happen from details stated and implied* *Evaluate authors’ language choice* *Participate in discussion about books* *Provide reasoned justifications for views* |
| English Spoken language | *Articulate and justify answers**Give well-structured descriptions, explanations, and narratives* *Participate in discussions, presentations, performances, role play, improvisations, and debates**Gain, maintain and monitor the interest of the listener(s)* *Consider and evaluate different viewpoints* | *Ask relevant questions**Build vocabulary**Give well-structured descriptions, explanations, and narratives**Participate in discussions, presentations, performances, role play, improvisations, and debates**Gain, maintain and monitor the interest of the listener(s)* *Consider and evaluate different viewpoints* | *Listen and respond* *Ask relevant questions**Build vocabulary* *Articulate and justify answers**Use spoken language: speculating, hypothesising, imagining, and exploring ideas* *Speak audibly and fluently**Participate in discussions, presentations, performances, role play, improvisations, and debates* | *Build vocabulary* *Articulate and justify answers* *Maintain attention and participate actively in collaborative conversations* *Speak audibly and fluently* *Use Standard English* *Participate in discussions, presentations, performances, role play, improvisations, and debates* *Select and use appropriate registers for communication* | *Listen and respond* *Build vocabulary* *Articulate and justify answers* *Give well-structured descriptions, explanations, and narratives* *Maintain attention and participate actively in collaborative conversations* *Speak audibly and fluently* *Participate in discussions, presentations, performances, role play, improvisations, and debates* *Select and use appropriate registers for communication* | *Listen and respond* *Give well-structured descriptions, explanations, and narratives* *Maintain attention and participate actively in collaborative conversations* *Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas* *Participate in discussions, presentations, performances, role play, improvisations, and debates* *Consider and evaluate different viewpoints* |
| English Writing | **Text:** Identify the audience for and purpose of writing Organise paragraphs around a theme with a focus on more complex narrative structures**Punctuation:**Recap: Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing | **Sentence:** Use expanded noun phrases to convey complicated information concisely**Text:**Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action**Punctuation:**Recap: Use of inverted commas and other punctuation to punctuate direct speech | **Sentence:**Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun**Text:**Link ideas across paragraphs using adverbials**Punctuation:**Use commas to clarify meaning or avoid ambiguity in writing | **Sentence:**Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions**Text:** Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently**Punctuation:**Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes, or commas to indicate parenthesis | **Sentence:**Use modal verbs to indicate degrees of possibility**Text:**Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary**Punctuation:**Use brackets, dashes, or commas to indicate parenthesis | **Sentence:**Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility**Text:**Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices |
| Pathways to Poetry Text | The Song of Hiawatha by Henry Wadsworth Longfellow (extract) | The Moon  | Viking Kennings & Spells  | Finding Magic by Eric Finney  | The Sun in Me by Moira Andrew  | Animals of Africa |
| Linked Text | Hiawatha by Susan | Is the moon tired by Christina RosettiThe moon at Knowle Hill by Jackie Kay She walks in beauty by Lord Byron Silver by Walter de la Mare | Sigrdrifa’s Prayer | What is green by Mary O’Neil The Ferns by Gene Baro Great, Wide, Beautiful, Wonderful World by William Brighty Rands Give and take by Roger McGough Leisure by William Henry Davies | Solitude by Archibald Lampman I am the song by Charles Causley The Juggler of Day by Emily Dickinson | Good Morning Mr Croco-Doco-Dile by Charles Causley The Rum Tum Tugga by T. S. EliotJellicle Cats by T. S. Eliot The Squirrel by Anon |
| Poetry Reading | Read and discuss a wide range of texts Learn poetry by heart. Prepare poems and plays for performance Draw inferences (characters’ feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Evaluate authors’ language choice Participate in discussion about books. Explain and discuss understanding of reading. Provide reasoned justifications for views | Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Identify how language, structure and presentation contribute to meaning | Read and discuss a wide range of texts Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context | Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning Provide reasoned justifications for views | Read and discuss a wide range of texts Identify and discuss themes and conventionsLearn poetry by heart Prepare poems and plays for performance Participate in discussion about books Explain and discuss understanding of reading | Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning Evaluate authors’ language choice |
| Poetry Spoken Language | Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideasParticipate in performances | Listen and respond Build vocabulary Speak audibly and fluently Participate in performances | Ask relevant questions Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in performances Select and use appropriate registers for effective communication | Listen and respond Build vocabularySpeak audibly and fluently Participate in performances | Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Consider and evaluate different viewpoints | Listen and respond Build vocabulary Speak audibly and fluently Participate in performances |
| Poetry Writing | Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabularyDescribe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement | Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement | Identify the audience for and purpose of writing Use consistent and correct tense Distinguish between the language of speech and writing Choose the appropriate register Perform own compositions using appropriate intonation, volume and movement | Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement | Identify the audience for and purpose of writingNote and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Perform own compositions using appropriate intonation, volume and movement | Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement |
| Mathematics  | **Unit 1- Place Value to 100,000*** Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
* Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
* Solve number problems and practical problems that involve all of the above
* Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
* Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

**Unit 2: Place Value to 1,000,000*** Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
* Solve number problems and practical problems that involve all of the above
* Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
* Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
* Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

**Unit 3: Addition and Subtraction** * Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
* Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
* Add and subtract numbers mentally with increasingly large numbers
* Estimate and use inverse operations to check answers to a calculation
* Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
 | **Unit 4: Graphs and tables*** Complete, read and interpret information in tables, including timetables
* Solve comparison, sum and difference problems using information presented in a line graph

**Unit 5: Multiplication and division*** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two number
* Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
* Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
* Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
* Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
* Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
* Establish whether a number up to 100 is prime and recall prime numbers up to 19

**Unit 6: Measurement*** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
 | **Unit 7: Multiplication and division 2*** Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
* Multiply and divide numbers mentally drawing upon known facts
* Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

**Unit 8: Fractions** * Compare and order fractions whose denominators are all multiples of the same number
* Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
* Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 =6/5 = 1 1/5]
* Read, write, order and compare numbers with up to three decimal places

**Unit 9: Fractions 2** * Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5
* Add and subtract fractions with the same denominator and denominators that are multiples of the same number
 | **Unit 10: Fractions 3*** Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

**Unit 11: Decimals and Percentages*** Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
* Read and write decimal numbers as fractions [for example, 0.71 = 71/100]
* Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
* Round decimals with two decimal places to the nearest whole number and to one decimal place
* Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
* Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25
 | **Unit 12: Decimals** * Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
* Read, write, order and compare numbers with up to three decimal places
* Solve problems involving number up to three decimal places

**Unit 13: Geometry- properties of shapes** * Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
* Draw given angles, and measure them in degrees (°)
* Identify missing angles
* Use the properties of rectangles to deduce related facts and find missing lengths and angles4 Angles at a point and one whole turn (total 360°)
* Angles at a point on a straight line and 1/2 a turn (total 180°)

**Unit 14: Geometry- properties of shapes 2*** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
* Draw given angles, and measure them in degrees (°)
* Use the properties of rectangles to deduce related facts and find missing lengths and angles
* Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

  | **Unit 15: Geometry- Position and Direction** * Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

**Unit 16: Measurement: converting units*** Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
* Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
* Solve problems involving converting between units of time
* Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

**Unit 17: Measurement: volume and capacity*** Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
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| Science | **Properties and changes of Materials****Knowledge:*** compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
* know 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
* demonstrate that dissolving, mixing and changes of state are reversible changes
* explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

**Working scientifically (skills):*** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
* Take measurements, using a range of scientific equipment, with increasing accuracy and precision
* Report and present findings from enquires, including conclusion, casual relationships and explanations of results
 | **Earth and Space****Knowledge:*** describe the movement of the Earth, and other planets, relative to the Sun in the solar system
* describe the movement of the Moon relative to the Earth
* describe the Sun, Earth and Moon as approximately spherical bodies
* use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky

**Working scientifically (skills):*** identify scientific evidence that has been used to support theories
 | **Forces****Knowledge:*** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
* identify the effects of air resistance, water resistance and friction, that act between moving surfaces
* recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

**Working scientifically (skills):*** use simple models to describe scientific ideas
* identify scientific evidence that has been used to support theories
 | **Living Things & their Habitats****Knowledge:*** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
* describe the life process of reproduction in some plants and animals

**Working scientifically (skills):*** record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs
* use test results to make predictions to set up further comparative and fair tests
 | **Animals including Humans****Knowledge:*** describe the changes as humans develop to old age

**Working scientifically (skills):*** record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs
* use test results to make predictions to set up further comparative and fair tests
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| Computing | **Systems and Searching** Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaborationSelect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and informationUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **Video Production** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital contentSelect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and informationUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **Selection in Physical Computing**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsSelect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Flat-File Databases** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Introduction to Vector Graphs** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Selection in Quizzes**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsSelect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| RE | **Why are the five Pillars important to Muslims?**- describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. - observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews- discuss and apply my own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response. | **How is the Muslim faith expressed through family life?**- discuss my own and other’s spiritual experiences and find connections between communities. -understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world. I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect | **Why is community and equality important to Sikhs?**- explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning - explain the religions and worldviews which I encounter clearly, reasonably and coherently.- explore and make personal informed responses to ultimate questions. - discuss issues about community cohesion and demonstrate understanding of different views.  | **Which concepts do we find hard to understand in Christianity?** - explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world. - observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews- explore moral and ethical questions using examples. | **Bible Explorer** | **How do people show their beliefs in action?****Planning has not been produced yet** |
| History |  | **Topic- Mexico and the Mayans****Knowledge:**-To evaluate historical opinions as to why the Mayans ‘disappeared.’-To note connections and trends over time.**Skills:**-Understand our knowledge of the past is constructed from a range or source.-Place events on a timeline. | **Topic - Invaders****Knowledge:**-To begin to understand the role the role of an archaeologist in piecing information together and creating a picture of the past.-To establish the reasons behind the invasion.**Skills:**-Use sources of evidence to find out about the past.-Describe the main changes in this period of history. |
| Geography | **Topic – Wild Waters****Knowledge:**-To use their understanding to describe how rivers are formed and how the journey of the river progresses from source to mouth.-To describe and understand how settlements have been made around rivers.**Skills:**-Carry out fieldwork at a local river, making observations and measurements, then recording using a range of methods. -To use maps, atlases, globes and digital mapping to locate and name key rivers within UK and the wider world including 6 fig grid reference on an OS map. | **Topic- Mexico and the Mayans** **Knowledge:**-To use different sources of research to find out about Mexico.-To understand geographical similarities and differences through the study of human and physical geography of a region within North America. **Skills:**-Use knowledge of lines of latitude and meridian of longitude to find and locate places.-To use maps, atlases, globes and digital mapping tom locate and name human physical features of Mexico. |  |
| Art | Pupils should be taught to develop their techniques, including control & use of materials, with creativity, experiment-tation & incr. awareness of different kinds of art, craft & design. Pupils should be taught to: - create sketch books to record their observations & use them to review/revisit ideas - improve mastery of art &design techniques, incl. drawing, painting & sculpture with a range of materials [e.g, pencil, charcoal, paint, clay] - about great artists, architects, designers in history. |
| **Wild Waters**Artist study on the work on **Monet** and his piece Water Lilies. Painting techniques. Also look at **Erin Hanson** (a contemporary impressionist painter). | **Mexico and the Mayans**Sculpture- design and make a Mayan inspired mask using mouldable materials-clay. Look at the work of **Lillian Pitt** (clay media artist) | **Invaders**Use observational skills and a range of artistic techniques to draw houses and artefacts. |
| D.T. | Through a variety of creative/practical activities, pupils should be taught knowledge, understanding & skills needed to engage in an iterative process of designing & making. They should work in range of relevant contexts [e.g. home, school, leisure, culture, enterprise, industry & wider env.]. When designing & making, pupils should be taught to: **Design** – use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. – generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.**Make –** select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately. – select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.**Evaluate –** investigate and analyse a range of existing products. – evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. – understand how key events and individuals in design and technology have helped shape the world.**Technical Knowledge –** apply their understanding of how to strengthen, stiffen and reinforce more complex structures. – understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages. – understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors. – apply their understanding of computing to program, monitor and control their products. |
| Construction – structuresCompetition to design and build the strongest bridge. | Cooking and nutritionPrepare and cook Mexican food. | Control, monitoring and programmingDesign a virtual sculpture of a settlement using Minecraft (creative mode) or similar. |
| P.E.(Discrete teaching Meaningful links with theme) | **Gymnastics**Use knowledge of the relationship between the body and exercise to improve all fitness components. Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely. Create complex, demanding and well executed sequences containing a variety of gymnastic components.**Games**Display an understanding of fair play, working well with others and leading a medium sized group.Field, defend and attack tactically by anticipating the direction of play. Utilize new skills in competitive situations, as an individual or part of a team.Utilize knowledge of technique to perform at an optimum level in different types of throw, jump and run. | **Gymnastics**Use knowledge of the relationship between the body and exercise to improve all fitness components. Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely. Create complex, demanding and well executed sequences containing a variety of gymnastic components.**Outward B**Display an understanding of fair play, working well with others and leading a medium sized group.Utilize new skills in competitive situations, as an individual or part of a team. | **Swimming**Swim 25m unaided.**Dance** Use knowledge of the relationship between the body and exercise to improve all fitness components.-Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely. | **Swimming**Swim 25m unaided.**Dance**Use knowledge of the relationship between the body and exercise to improve all fitness components.-Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely. | **Gymnastics** Use knowledge of the relationship between the body and exercise to improve all fitness components. Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely. Create complex, demanding and well executed sequences containing a variety of gymnastic components.**Games**Display an understanding of fair play, working well with others and leading a medium sized group.Field, defend and attack tactically by anticipating the direction of play. Utilize new skills in competitive situations, as an individual or part of a team.Utilize knowledge of technique to perform at an optimum level in different types of throw, jump and run.**Recovery swimming (If needed- select pupils)**Swim 25m unaided | **Gymnastics** Use knowledge of the relationship between the body and exercise to improve all fitness components. Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely. Create complex, demanding and well executed sequences containing a variety of gymnastic components.**Athletics**Utilize knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles).  |
| Music | **Livin’ on a Prayer**In greater depth and with increasing conﬁdence:  *Listen & Appraise* – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music *Musical Activities* – ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  ● Improvisation - explore and create your own responses, melodies and rhythms.  ● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.  *Perform & Share* – work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Classroom Jazz 1***Listen & Appraise* – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other  dimensions of music *Musical Activities* – ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  ● Improvisation - explore and create your own responses, melodies and rhythms.  *Perform & Share* – work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Make you Feel my Love***Listen & Appraise* – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other  dimensions of music *Musical Activities* – ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  *Perform & Share* – work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Fresh Prince of Bel Air***Listen & Appraise* – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other  dimensions of music *Musical Activities* – ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  *Perform & Share* – work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Dancing in the Street***Listen & Appraise* – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other  dimensions of music *Musical Activities* – ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  *Perform & Share* – work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Reflect, Rewind and Replay***Listen & Appraise* – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other  dimensions of music *Musical Activities* – ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  ● Improvisation - explore and create your own responses, melodies and rhythms.  ● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.  *Perform & Share* – work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  |
| RSE | **Keeping & Staying Healthy****SMOKING*** the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**EQUALITIES WEEK****SAME SEX RELATIONSHIPS** * that families are important for children growing up because they can give love, security and stability.
* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
* that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
 | **Growing and Changing****PUBERTY*** key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
* about menstrual wellbeing including the key facts about the menstrual cycle.
 | **Being Responsible****LOOKING OUT FOR OTHERS*** what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
* about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
* that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
* how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
* how to recognise and report feelings of being unsafe or feeling bad about any adult.
* how to ask for advice or help for themselves or others, and to keep trying until they are heard.
* how to report concerns or abuse, and the vocabulary and confidence needed to do so.
* where to get advice e.g. family, school and/or other sources.
 | **Feelings and Emotions****ANGER*** how important friendships are in making us feel happy and secure, and how people choose and make friends.
* the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
* that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
* how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
 | **Computer Safety****IMAGE SHARING*** that for most people the internet is an integral part of life and has many benefits.
* about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
* how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
* why social media, some computer games and online gaming, for example, are age restricted.
* that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
* how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
* where and how to report concerns and get support with issues online
 | **A World Without Judgement****INCLUSION AND ACCEPTANCE*** the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
* practical steps they can take in a range of different contexts to improve or support respectful relationships.
* the conventions of courtesy and manners.
* the importance of self-respect and how this links to their own happiness.
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
* what a stereotype is, and how stereotypes can be unfair, negative or destructive.
* the importance of permission-seeking and giving in relationships with friends, peers and adults.
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| Languages | **Oracy:*** Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts
* Understand and express simple opinions
* Listen attentively and understand more complex phrases and sentences
* Prepare a short presentation on a familiar topic

**Literacy:*** Re-read frequently a variety of short texts
* Make simple sentences and short texts
* Write words, phrases and short sentences, using a reference source

**Intercultural understanding:*** Compare symbols, objects or products which represent their own culture with those of another country
* Look at further aspects of their everyday lives from the perspective of someone from another country
* Recognise similarities and differences between places
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| **Masculine nouns e.g.**un canard, un chameau, un cheval, un crocodile, un dauphin, un escargot, un lapin, un loup, un merle, un poisson, un renard, un robot, un singe, un zèbre.**Feminine nouns e.g.**une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache.**French food e.g.**aioli, tapenade, rillettes de saumon, pâté de canard au poivre vert, bonbons au miel, galettes bretonnes, nougat de Montelimar, sirop de fruits**Healthy food e.g.**le céléri, le concombre, les carottes, les olives, les radis, les tomates**Expression opinion e.g.**j’aime, je n’aime pas + noun, c’est (très) bon, c’est délicieux**Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement, e.g.**Zut alors! Mince alors!Mais enfin!Ça alors! Tu rigoles! C’est pas vrai!C’est pas possible! Non ! Tu plaisantes ! Tu rigoles ! Ce n’est pas sérieux !Incroyable !  | **Adjectives that precede the noun e.g.**Jeune, joli.**Adverbs of place/ sentence starters e.g.**chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans la piscine, dans la cuisine.**Adverbs of time/ freqency**aujourd'hui, maintenant, souvent, quelquefois, à + time on the clock**Verbs e.g.**aller, êtretricoter, chanterj’entends, je voisje pense que/ qu’…**Simple negatives**ne…pas, ne…jamais**Immediate future tense**aller + infinitive **Asking questions, e.g.**Où est la baleine ?Que fait la coccinelle ?Qu’est-ce qu’il fait ?Est-ce que le canard tricote ?Où va le lion ?Le chat, qu’est-ce qu’il va faire ?**Subject pronouns, e.g.**je, tu, il, elle, ils, elles**Disjunctive pronouns, e.g.**moi, toi, lui, elle | **Telling the time**Quelle heure est-il ?Il est une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, dix heures, neuf heures, onze heures… et demie.Il est midi, il est minuit… et demi.**Relative pronoun**qui (e.g. un cochon qui chante)**Conjunction**mais**Numbers 32 - 60**trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante, quarante et un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf, cinquante, cinquante et un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf, soixante. |