

Our Curriculum Offer

2022-2023 Year 5



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why did the Titanic sink?	Could you live in the Amazon rainforest?	Marvellous Structures	Why did the Vikings invade Britain?	Extreme Earth – Volcanoes and Earthquakes	The Race to Space
Above and Beyond opportunities for our children in Year 5					
Big Start Author Visit Lindsey Littleson	Pantomime	Money week Poetry week Well-being week	Jewish Synagogue World Book day Murton Park Viking Visitor	Jo Drury visit	IMAX Rose day
Reading					
Our children will...					

VIPERS skills ongoing throughout the year



Find and explain the meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the details given and implied	Explain how different aspects of the text affect the reader	Retrieve and record information directly from the text	Summarise the key information and events from the text
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<ul style="list-style-type: none">Read and perform poems, discussing the use of language.Discuss texts that have been read, building on and challenging ideas of others and using technical terms (metaphor, simile, analogy, imagery, style and effect).	<ul style="list-style-type: none">Read a wide range of text types (myths, legends, traditional stories, modern fiction, fiction from our literacy heritage, books from other cultures and traditions), appreciating the value of genres that may not be their favourite	<ul style="list-style-type: none">Recommend to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views and how morals in stories can be applied to real life situations.	<ul style="list-style-type: none">Distinguish between statements of fact and opinion and evaluate the bias apparent in a piece.Use the contents and index pages to locate information.	<ul style="list-style-type: none">Building on their own and others' ideas and challenging views courteouslyMake comparisons within and across books including comparisons of characters, settings and themes.	<ul style="list-style-type: none">Explain how the context (cultural references and influences) in which texts are written and read contribute to meaning.
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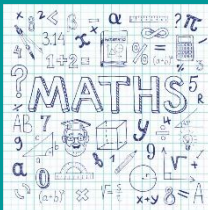
Writing



Our children will...


Learn how to describe settings. Write a balanced argument – who was responsible for the sinking of the Titanic? <u>Grammar Focus:</u> Relative clauses and relative pronouns <u>Consolidate:</u> Conjunctions, adverbials and subordinate clauses	Incorporate dialogue, action and description into narrative writing. Write persuasive letters. <u>Grammar Focus:</u> Parenthesis using brackets, commas and dashes. <u>Consolidate:</u> Pronouns and determiners Speech punctuation	Write Poetry Use tension and suspense in diary writing Write explanations <u>Grammar Focus:</u> Cohesion within and between paragraphs. <u>Consolidate:</u> Pronouns and determiners Conjunctions, adverbials and subordinate clauses	Write stories using detailed character descriptions. Write information texts. <u>Grammar Focus:</u> Modal verbs <u>Consolidate:</u> Apostrophes Tenses	Build realistic action in narrative writing. Write formal letters Write performance poetry. <u>Grammar Focus:</u> Ambiguity <u>Consolidate:</u> Exclamations, commands, statements and questions Conjunctions, adverbials and subordinate clauses	Combine all skills learnt this year into narrative writing. Write newspaper reports <u>Grammar Focus:</u> Recap of all of the new terms learnt this year. <u>Consolidate:</u> Noun phrases
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Maths







Our children will develop their skills in...

Place Value	Multiplication and Division	Multiplication and Division	Decimals and Percentages Area and Perimeter	Shape Position and Direction	Negative Numbers Converting Units
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Addition and Subtraction	Fractions	Fractions	Statistics	Decimals	Volume
<div>History<div></div><div>Our children will ask...</div></div>					
<div>Why did the Titanic sink? <i>Build on previous learning about polar areas and icebergs.</i></div> <div>Compare the lives of different groups of people in the past (e.g. men/women, adults/children)</div> <div>Examine causes and results of significant events and the impact on people</div> <div>Begin to identify primary and secondary sources</div> <div>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</div> <div>Give reasons why there may be different accounts of history.</div> <div>Evaluate evidence to choose the most reliable forms.</div>	<div>How has the Amazon changed over time?</div> <div><i>Black History – Who is Ru Paul?</i></div> <div>Use the library and internet for research with increasing confidence</div> <div>Communicate knowledge and understanding about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</div>	<div>What is the history of the Christ the Redeemer statue in Brazil?</div> <div>How have building techniques changed over time?</div> <div>Use evidence to build up a picture of a past event (printed sources (e.g. archive materials), databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past)</div> <div>Use the library and internet for research with increasing confidence</div>	<div>Why did the Vikings invade Britain?</div> <div><i>Link to previous work on British invaders (Romans).</i></div> <div>What image do we have of the Vikings today? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? Why have the Vikings gained such a bad reputation? Raiders or settlers: how should we remember the Vikings? https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/</div> <div>Order significant events, movements and dates from the period studied on a timeline using BC and AD</div> <div>Describe the main changes in a period in history – the Vikings in Britain.</div> <div>Compare life in early and late 'times' studied</div> <div>Compare an aspect of life with the same aspect in another period – comparison of Viking Buildings, Anglo-Saxon and Roman Buildings</div> <div>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</div>	<div>What is the deadliest Volcanic eruption?</div> <div>Compare the eruptions of Vesuvius and Krakatoa.</div> <div><i>Link to Y4 work on Italy and the Romans and Y3 work on Mountains.</i></div> <div>Use evidence to build up a picture of a past event (printed sources (e.g. archive materials), databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past)</div>	<div>When did humans first go into space?</div> <div>Black History – Katherine Johnson and the women of NASA, Mae Jemison</div> <div><i>Build on learning about space from Year 1 – Neil Armstrong, Helen Sharman, Tim Peake</i></div> <div>Investigate own lines of enquiry by posing questions to answer.</div> <div>Plan and present a self-directed project or research about the studied period.</div> <div>Select and organise information to produce structured work, making appropriate use of dates and terms</div>

<div>Science</div> <div></div> <div>Our children will...</div>					
<div>Learn about the Changes of Materials</div> <div><ul style="list-style-type: none">Working scientifically<ol style="list-style-type: none">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 sodaknow that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solutiondemonstrate that dissolving, mixing and changes of state are reversible changesuse knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporatinggive reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</div>	<div>Find out about Living Things and Their Habitats</div> <div><ul style="list-style-type: none">Working scientifically<ol style="list-style-type: none">Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world.Grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.Observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</div>	<div>Learn about the Properties of Materials</div> <div><ul style="list-style-type: none">Working scientifically<ol style="list-style-type: none">compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnetsuse knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporatingknow that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</div>	<div>Investigate animals including humans</div> <div><ul style="list-style-type: none">Working scientifically<ol style="list-style-type: none">describe the changes as humans develop to old age</div>	<div>Explore Forces</div> <div><ul style="list-style-type: none">Working scientifically<ol 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 objectidentify the effects of air resistance, water resistance and friction, that act between moving surfacesrecognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</div>	<div>Discover more about the Earth in Space</div> <div><ol style="list-style-type: none">describe the movement of the Earth, and other planets, relative to the Sun in the solar systemdescribe the movement of the Moon relative to the Earthdescribe the Sun, Earth and Moon as approximately spherical bodies<p>use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p></div>

<div>Art</div> <div></div> <div>Our children will...</div>					
<div>Improve skills in drawing.</div> <div><i>Focus on pencil skills to create a sketch of a scene from the Titanic.</i> <i>Link to Y3 work on creating different tones using pencil.</i></div> <div><u>Skills:</u> Create and develop drawings for sustained periods Know that various pencil grades have different effects Understand and use emphasis to develop ideas Creates sketchbooks as reference for reviewing and revisiting ideas.</div> <div><u>Journey:</u> <i>1. learn the pencil techniques needed to use different grades of pencils for different effects</i> <i>2. Explore the use of emphasis in art and practice (the artist makes part of the work stand out in order to draw the viewer's eye there first).</i> <i>3. Apply to own Titanic pencil sketches – work on the final draft over more than one lesson</i></div>	<div>Improve skills in textiles.</div> <div>Kazuhito Takadoi – weaving with nature – create rainforest textile art – link to DT skills</div> <div><u>Skills:</u> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Uses own chosen stories, music, poems as stimuli and inspiration. Selects and uses materials appropriate to their design. Makes choices to embellish work. Understands different styles, relating these to artists and designers.</div> <div><u>Journey:</u> <i>To create a group piece of rainforest art using sewing and weaving techniques,</i></div>	<div>Create sculptures using clay</div> <div>French sculptor Paul Landowski (Christ the Redeemer)</div> <div>Join materials for sculpture in different ways. Use different styles and techniques to share ideas, based on acquired knowledge. Learn about the value and prominence of sculpture in various periods of history. Use a range of media to create effect. Describes the different qualities involved in modelling, sculpture and construction. Uses recycled, natural and man-made materials to create sculpture. Plans a sculpture through drawing and other preparatory work.</div> <div><u>Journey:</u> <i>1. Research and learn about Paul Landowski and compare to different types of sculpture (human, abstract etc.), which materials does he use?</i> <i>2. Try different materials to make a sculpture of a person – evaluate</i> <i>3. Learn clay techniques for modelling and joining</i> <i>4. Create a realistic sculpture of a human/ part of a human (could just be the head, hand etc.)</i></div>	<div>Develop skills in painting</div> <div>Learn to use tertiary colour in their paintings Use the past as a source of artistic inspiration. Have experience of media, enough to make individual choices regarding choice of media and state why in their work. Research artwork from different periods of history. Demonstrates a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Works on preliminary studies to test media and materials. Creates imaginative work from a variety of sources.</div> <div><i>Journey – using Andy Warhol to create Pop Art inspired Viking pictures</i> <i>1. colour mixing – primary, secondary and tertiary colours, warm and cold, complementary and contrasting colours</i> <i>2. Analyse Andy Warhol's use of contrasting colours</i> <i>3. Apply sketching skills to create outlines of Viking faces</i> <i>4. Photocopy images to use in multiple versions (as Andy Warhol)</i> <i>5. Use colour mixing to create contrasting images in a series of Viking faces</i></div>	<div>Refine skills in drawing</div> <div>Celia Godkin – illustrator – When the Giant Stirred – using colour in drawing - use inks in drawing</div> <div>Study the work of famous artists Refers to artists, architects and designers in history. Uses these to inspire own work. Chooses from appropriate materials to reflect the work of other artists. Know that tonal contrast and mixed media can be used to develop own style, different to studied artists</div> <div><i>Journey</i> <i>Use mixed media – pencils, pens and inks</i> <i>1. Look at examples of Celia Godkin's illustrations - how does she create realistic images of animals and landscapes?</i> <i>2. Look at use of colour and link back to Andy Warhol</i> <i>3. Learn techniques in how to draw using pen and ink</i> <i>4. Revisit skills in using pencil including colour mixing to create different shades and tones</i> <i>5. Use When the Giant Stirred to practise recreating small sections of her illustrations</i> <i>6. Apply to own illustrations linked to topic work</i></div>	<div>Develop skills in printing.</div> <div>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours</div> <div><i>Journey – space printing images – planets</i> <i>Layering colours</i></div> <div></div>

	<p><i>drawing on influences from Kazuhito Takadoi.</i></p> 	<p>5. <i>create an abstract sculpture based on the human body – could be in groups – use Joan Miro as an example</i></p>			
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Design and Technology



Our children will...

<u>Develop skills in Textiles</u>	<u>Learn how to create free standing structures</u>	<u>Improve understanding of cooking and nutrition</u>
<p><i>Link to Art skills and work on Rainforest textiles.</i></p> <p>FELT PHONE CASES – using a rainforest theme Develop own design criteria.</p> <p>Use backstitch.</p> <p>Create simple patterns.</p> <p>Aim the design criteria at a target market.</p> <p>Use at least two different types of stitches.</p> <p>Create an accurate paper template.</p> <p>Measure and mark a sewing and cutting line.</p>	<p>MARBULOUS STRUCTURES – link to topic work on engineering</p> <p>Explore existing free standing structures and explain what gives them strength, reinforcement and stability.</p> <p>Select tools and equipment to join card together.</p> <p>Use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots.</p> <p>Design and build a marble run which incorporates some varied bends.</p> <p>Consider the aesthetics when building a marble run.</p> <p>Consider the views of others to improve work.</p>	<p>GLOBAL FOOD</p> <p>Name some varied ingredients and say which part of the world they come from.</p> <p>Explain the different food groups on the eat well plate.</p> <p>Use some basic food skills such as grating and chopping which enable them to prepare a variety of simple savoury dishes.</p> <p>Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this.</p> <p>Explain nutritional similarities between different types of food eaten around the world and say why this is important.</p> <p>Accurately follow a recipe.</p> <p>Use a wide variety of basic food skills such as peeling, juicing and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes.</p>

Geography



Our children will...

<p>TITANIC</p> <p>Mapping skills</p> <p>Identify the Tropics of Cancer and Capricorn and the countries that lie within them.</p> <p>Use the 8 points of the compass to give and follow directions using simple maps.</p> <p>Begin to use four figure coordinates to locate features on a map</p>	<p>AMAZON</p> <p>South America</p> <p>Locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, and major cities.</p> <p>Understand and compare vegetation belts across the world (areas characterised by certain plants due to climatic conditions) with a particular focus on South America.</p> <p>Locate and describe the biomes of rainforest, taiga and tundra.</p> <p>Draw a variety of thematic maps.</p>	<p>STRUCTURES</p> <p>CASE STUDY BRAZIL</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (e.g. York), and a region in a South American country</p> <p>Create maps using aerial photographs and satellite images.</p> <p>Use a variety of sources of evidence to express views about the local area</p> <p>Compare 2 different regions in UK - rural/urban.</p>	<p>VIKINGS</p> <p>City study - York</p> <p>Locate and name the main counties and cities in England comparing their geographical regions and their identifying human and physical characteristics (<i>cities and counties that were under Viking rule</i>).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (York) – compare back to work on Brazil.</p> <p>Describe and understand the different types of settlement in Viking Britain.</p> <p>Recognise and use OS map symbols</p> <p>Use medium scale land range OS maps</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life</p> <p>Use sketches as evidence in an investigation in the local area</p>	<p>VOLCANOES</p> <p>Physical geography – volcanoes and earthquakes</p> <p>Describe the key features of a volcano and an earthquake.</p> <p>Identify areas in the world where volcanoes are located.</p> <p>Explain how volcanoes are created.</p> <p>Explain the main effect that volcanoes have on human life (e.g. in South America).</p> <p>Understand how people have learned to use volcanic energy to create energy (electricity).</p> <p>Use atlases and globes to find out about other features of places e.g. volcanoes</p>	<p>SPACE</p> <p>Fieldwork</p> <p>Use a database to interrogate and amend data collected from fieldwork</p> <p>Draw a plan view accurately.</p> <p>Use maps sites on internet.</p>
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P.E.




Our children will...

Gain confidence in swimming – across the year

- Understands basic pool safety skills and confidence in water.
- Understands how to travel in vertical or horizontal position and introduce floats.
- Can push and glide, any kick action on front and back with or without support aids.
- Starting to develop entry and exit, travel further, float and submerge.
- Shows a confidence in deeper water
- Can tread water
- Can swim a distance of at least 25m using a range of strokes.
- Can perform safe self-rescue in different water-based situations.

<p><u>Secure and refine tactics in invasion games:</u></p> <p>Play in formations and execute 'set plays' in game situations</p> <p>Explain the need for different tactics and attempt these in a game situation</p> <p>Know and apply the rules consistently in a game situation</p> <p>Able to combine basic skills such as dribbling and passing</p> <p>Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball</p> <p>Move balls over longer distances accurately</p> <p>Play in different positions with some success</p> <p>Where appropriate mark goal side</p> <p>Use specific learned skills to maintain possession during a game</p> <p>Use specific skills in a game to win a ball such as boxing out and rebounding</p> <p>Use appropriate language to explain their attacking and defensive play</p> <p>Covering a variety of specific skills or concepts, discuss how they can improve</p>	<p><u>Develop their gymnastic abilities:</u></p> <p>Selects a component for improvement and use guidance from others to do so</p> <p>Explain the significance of a warm up and how it relates to gymnastics activity</p> <p>Create longer and more complex sequences and adapt their performances</p> <p>Follow, copy and repeat others actions</p> <p>Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions</p> <p>Develop strength and flexibility to hold more complex balances and shapes such as bridge with control</p> <p>Attempt to perform more complex skills in isolation such as round-off</p> <p>Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls</p> <p>Work responsibly in trust exercises and when counterbalancing</p> <p>Perform symmetry and asymmetry individually, in pairs and as a group</p>	<p><u>Secure skills in net and wall games:</u></p> <p>Cooperate and collaborate with others to play in a sportsman like way</p> <p>Recognise where they should stand on the court when playing on their own and with others</p> <p>Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point</p> <p>Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment</p> <p>Select and apply a range of skills to move around the court e.g. lunge, shuffle etc.</p> <p>Apply some control when returning the ball/shuttle including foot placement, shot selection and aim</p> <p>Can apply with some success, a range of techniques to win points</p> <p>Demonstrate a variety of service shots in isolation and some game play</p> <p>Play with others with some flow to the game, keeping track of their own scores</p> <p>Suggest and lead warm ups that prepare the body appropriately for net/wall activities</p>	<p><u>Develop skills in athletics</u></p> <p>Identify how they can change an activity by using the STEP principle</p> <p>Distinguish between good and poor performances and suggest ways to improve self and others</p> <p>Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes</p> <p>Explore a range of baton handling activities and attempt to receive in restricted area</p> <p>Perform a range of jumps in different activities</p> <p>Demonstrate a range of throwing actions using different equipment with some consistency and control</p> <p>Able to run as part of a team in relay style events and demonstrate max effort pace</p> <p>Compare own performance with previous ones and demonstrate improvement to achieve personal best</p>	<p><u>Practise skills in striking and fielding</u></p> <p>Recognise where increased flexibility and power is an advantage in striking and fielding the ball</p> <p>In a game situation, play using a range of simple tactics such as getting players out to restrict the attack.</p> <p>Use and apply the basic rules of the game fairly and consistently</p> <p>Choose where to hit the ball to maximise likely hood of scoring runs</p> <p>Use a variety of shots in isolation and in a game situation</p> <p>Throw with accuracy and consistency over short distances</p> <p>Tracking flight of the ball to increase catching success</p> <p>Begin to employ specific bowling techniques such as overarm in cricket</p> <p>Show perseverance during the game and commitment to team</p> <p>Work collaboratively with others to both score runs and in the field to restrict runs</p>	<p><u>Practise their skills in Dance:</u></p> <p>Confidently participate in dances from different cultures/parts of the world</p> <p>Perform different styles of dance clearly and fluently</p> <p>Refine & improve dances adapting them to include use of space rhythm & expression</p> <p>Adapt their skills to meet the demands of a range of dance styles</p> <p>Incorporate levels and flight in to movement patterns and dances</p> <p>Create and use compositional ideas confidently such as pathways, step patterns and unison</p> <p>Recognise and comment on dances suggesting ways to improve</p> <p>Work collaboratively in groups to compose short dances</p> <p><u>Practise skills in OAA</u></p> <p>Recall and remember symbols, items and objects during task as an individual and team</p> <p>Play a role in problem solving</p> <p>Communicate using code</p> <p>Work at a high intensity for sustained period of time whilst completing a task</p> <p>Evidence results and keep score</p> <p>Compete against others and perform under pressure</p> <p>Explore and refine ways of communicating to best complete a set task</p> <p>Put trust in others and demonstrate trustworthy behaviour</p>
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<div>Modern Foreign Languages</div> <div></div> <div>Our children will...</div> <div>Year 5 - Intermediate section of Language Angels</div>					
LA – Je Me Presente Learn how to introduce ourselves	LA – Au Cafe Learn how to read and write menus	LA - Chez Moi Learn how to talk about my home	LA – Quelle Est La Date Aujourd’hui? Learn about the days and the months	LA – Quel Temps Fait-Il? Learn how to describe the weather	LA – As-Tu Un Animal? Learn how to talk about pets
<div>Across the course of the year, we will focus on:</div> <div><div>Listening</div><div>Understand the main points from a spoken passage of familiar language – e.g.<ul style="list-style-type: none">short rhyme or songbasic telephone messageweather forecast</div></div> <div><div>Speaking</div><div>Ask and answer simple questions – e.g.<ul style="list-style-type: none">taking part in an interview/survey about pets/favourite foodtalking to a friend about hobbiestalk about personal interests.Know how to pronounce some letter strings.</div></div> <div><div>Reading</div><div><ul style="list-style-type: none">Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an emailMatch sound to print by reading aloud familiar words and phrases.Use book or glossary to find out the meanings of new words.</div></div> <div><div>Writing</div><div>Write a few short sentences with support using vocabulary already learnt – e.g.<ul style="list-style-type: none">postcardsimple note or messageidentity cardSpell words that are readily understandable</div></div> <div><div>Intercultural Understanding</div><div>Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.</div></div>					

Computing



<https://teachcomputing.org/>

Our children will...

- Computing systems and networks – Sharing information

Develop understanding of computer systems and how information is transferred between systems and devices.

Consider small-scale systems as well as large-scale systems.

Explain the input, output, and process aspects of a variety of different real-world systems.

Take part in a collaborative online project with other class members and develop their skills in working together online.

- Creating media – Vector drawing

Start to create vector drawings.

Learn how to use different drawing tools to help them create images.

Recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.

Layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

Plan using the Google Drawings app

- Creating media – Video editing

Learn how to create short videos in groups.

Understand topic-based language and develop the skills of capturing, editing, and manipulating video.

Investigate the use of devices and software.

Take an idea from conception to completion.

Use a green screen

Reflect on and assess progress in creating a video

- Data and information – Flat-file databases

Learn how a flat-file database can be used to organise data in records.

Pupils use tools within a database to order and answer questions about data.

Create graphs and charts from their data to help solve problems.

Use a real-life database to answer a question, and present their work to others.

- Programming A – Selection in physical computing

Use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.

Use a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge.

Use conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).

- Programming B – Selection in quizzes

Develop knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false.

Represent this understanding in algorithms and then by constructing programs using the Scratch programming environment.

Use knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.

Character and Culture



Our children will...

P.S.H.E R.S.E R.E *British Values Celebrations*

<p>What values are shown in codes for living?</p> <p>What makes up a person's identity?</p> <p>Respect</p> <p>Harvest Festival, Halloween, Black History Month</p>	<p>What do Christians believe about the old and new covenants?</p> <p>What decisions can people make with money?</p> <p>Tolerance</p> <p>World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah</p>	<p>Should we forgive others?</p> <p>How can we help in an accident or emergency?</p> <p>Rule of Law</p> <p>New Year resolutions</p> <p>Epiphany, Holocaust Memorial Day, Chinese New Year Money Week</p>	<p>Why are some journeys and places special?</p> <p>How can friends communicate safely? (online safety, respect, privacy).</p> <p>Individual Liberty</p> <p>Children's Mental Health Week, Safer Internet Day, International Women's Day Celebration: Lent, Easter, Ramadan</p>	<p>How do Jews remember the Kings and Prophets in worship and life?</p> <p>How can drugs common to everyday life affect health?</p> <p>Democracy</p> <p>St George's day, Vaisakhi (Sikh Festival), Vesak (Buddha Day) Mental Health Awareness Week</p>	<p>Consolidation of all RE units. RSE and Transition work in preparation for the next year group.</p> <p>What jobs would we like?</p>
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Music



Our children will learn to...

<p>Identify different moods and textures in pieces of music and lyrics.</p> <p>Improve their work through analysis, evaluation and comparison.</p> <p>Correctly identify pop, country, acapella music and classical music.</p>	<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p>	<p>Present performances effectively with awareness of audience, venue and occasion.</p> <p>Improve their work through analysis, evaluation and comparison.</p>	<p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p>	<p>Identify notes EGBDF and FACE on a musical stave.</p> <p>Recognise minis, crotchets and semibreves in music and know how many beats they represent.</p>	<p>Sometimes perform what they have learnt to an audience.</p> <p>Know that practice and rehearsing enhance the performance.</p>
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<p>Use correct vocabulary to evaluate their own compositions.</p> <p>Discuss how pulse, rhythm and pitch fit together and understand what this means.</p> <p>Understand other people may have other ideas and feelings about music.</p>	<p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy.</p> <p>Create different effects using combinations of pitched sounds.</p> <p>Use ICT to change and manipulate sounds.</p> <p>Identify different starting points or composing music.</p> <p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>Write lyrics to a known song.</p>	<p>With some support, present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Perform using staff notation.</p> <p>Sing songs with staff notation.</p> <p>Begin to compose using a variety of note names, dot notation and words/symbols to represent dynamics.</p>	<p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p>Compare how pulse, rhythm and pitch, dynamics and tempo are working through different songs.</p> <p>Clap/play simple rhythm/copy more than two note pitches confidently and create their own rhythm when asked.</p>	<p>Write own lyrics to a song/composition with some meaning.</p> <p>Make comparisons between improvisations created and discuss this using the correct vocabulary.</p> <p>Compare compositions made using correct vocabulary.</p> <p>Create compositions in different styles taught.</p>	<p>Make links with history and style in performances heard.</p> <p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Independently starts to warm up voice at the start of each singing session – can also lead a warm-up session.</p>
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