

Year 5 English

Key Texts	Reading	Writing	Spelling	Grammar and Punctuation	S&L	Handwriting
	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by; Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and read for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p>	<p>Pupils should be taught 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</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: Selecting appropriate grammar and vocabulary, understanding how such</p>	<p>Pupils should be taught to: Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a</p>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>indicate grammatical and</p>	<p>Pupils should be taught to: Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating,</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>

	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of</p>	<p>word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>	<p>other features by: Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>	
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	<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>	<p>tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>				
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Maths

<p>NUMBER - Number and Place Value Pupils should be taught to:</p>	<p>Notes and Guidance (Non Statutory)</p>
Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	Pupils identify the place value in large whole numbers. They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far. They should recognise and describe linear number sequences (for example, 3, 3, 4, 4 ...), including those involving fractions and decimals, and find the term-to-term rule.
Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000	
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0	
Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	
Solve number problems and practical problems that involve all of the above	
Read Roman numerals to 1,000 (M) and recognise years written in Roman Numerals	
<p>Number - Addition and Subtraction Pupils should be taught to:</p>	
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics appendix 1). They practise mental calculations with increasingly large numbers to aid fluency (for example, $12,462 - 2,300 = 10,162$).
Add and subtract numbers mentally with increasingly large numbers	
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
<p>Number - Multiplication and Division Pupils should be taught to:</p>	<p>Notes and Guidance (Non Statutory)</p>
Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers	Pupils practise and extend their use of the formal written methods of short Multiplication and short division (see Mathematics appendix 1). They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations. They use and understand the terms factor, multiple and prime, square and cube numbers. Pupils interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (for example, $98 \div 4 = 24 \text{ r } 2 = 24 \frac{1}{2} = 24.5 \approx 25$). Pupils use multiplication and division as inverses to support the introduction of ratio in year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1,000 in
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	
Establish whether a number up to 100 is prime and recall prime numbers up to 19	
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	converting between units such as kilometres and metres. Distributivity can be expressed as $a(b + c) = ab + ac$. They understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements (for example, $4 \times 35 = 2 \times 2 \times 35$; $3 \times 270 = 3 \times 3 \times 9 \times 10 = 92 \times 10$). Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example $13 + 24 = 12 + 25$; $33 = 5 \times ?$).
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	
Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	
Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes	
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	
Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	
Number – Fractions Pupils should be taught to:	Notes and Guidance (Non Statutory)
Compare and order fractions whose denominators are all multiples of the same number	<p>Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.</p> <p>They extend their knowledge of fractions to thousandths and connect to decimals and measures.</p> <p>Pupils connect equivalent fractions > 1 that simplify to integers with division and other fractions > 1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions. Pupils connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions > 1. Pupils practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems. They extend their understanding of adding and subtracting fractions to calculations that exceed 1 as a mixed number. Pupils continue to practise counting forwards and backwards in simple fractions. Pupils continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities. Pupils extend counting from year 4, using decimals and fractions including bridging 0, for example on a number line.</p> <p>Pupils say, read and write decimal fractions and related tenths, hundredths and thousandths accurately and are confident in checking the reasonableness of their answers to problems.</p> <p>They mentally add and subtract tenths, and one-digit whole numbers and tenths.</p> <p>They practise adding and subtracting decimals, including a mix of whole numbers and decimal, including a mix of whole number and decimals, decimals with different number of decimal places, and compliments of 1 (e.g. $0.83 + 0.17$). Pupils should go beyond the measurement and money models of decimals, for example, by solving puzzles involving</p>
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, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$	
Add and subtract fractions with the same denominator, and denominators that are multiples of the same number	
Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
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 2 decimal places to the nearest whole number and to 1 decimal place	
Read, write, order and compare numbers with up to 3 decimal places	
Solve problems involving number up to 3 decimal places	
Recognise percent symbol % and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator hundred, and as a decimal fraction	
Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those with a denominator of a multiple of 10 or 25	

	decimals. Pupils should make connections between percentages, fractions and decimals (for example, 100% represents a whole quantity and 1% is $\frac{1}{100}$, 50% is $\frac{50}{100}$, 25% is $\frac{25}{100}$) and relate this to finding 'fractions of'. They recognise that percentages are proportions of quantities as well as operators on quantities.
MEASUREMENTS Pupils should be taught to:	Notes and Guidance (Non Statutory)
Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]	Pupils use their knowledge of place value and multiplication and division to convert between standard units. Pupils calculate the perimeter of rectangles and related composite shapes, including using the relations of perimeter or area to find unknown lengths. Missing measures questions such as these can be expressed algebraically, for example $4 + 2b = 20$ for a rectangle of sides 2 cm and b cm and perimeter of 20cm. Pupils calculate the area from scale drawings using given measurements. Pupils use all 4 operations in problems involving time and money, including conversions (for example, days to weeks, expressing the answer as weeks and days).
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm ²) and square metres (m ²), and estimate the area of irregular shapes	
Estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]	
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	
GEOMETRY - Properties of shapes Pupils should be taught to:	
Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Pupils become accurate in drawing lines with a ruler to the nearest millimetre, and measuring with a protractor. They use conventional markings for parallel lines and right angles. Pupils use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools. Pupils use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.
Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
Draw given angles, and measure them in degrees (°)	
Identify: angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90°	
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	
GEOMETRY - Position and Direction	

Pupils should be taught to:	
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	Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axis.

Science							
Scientific Enquiry	Living things and their habitats	Animals including humans	Evolution and inheritance	Properties and changes of materials	Light and sound	Forces	Space
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics (Rainforest environment will be a focus)	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans (Linked to SRE week)	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Describe how adaptation leads to evolution Recognise how and why the human skeleton has changed over time, since we separated from other primates	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	Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.	Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. Understand that force	Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night.

<p>explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>				<p>metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>	<p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs</p> <p>Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>	
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Art						
Drawing	Painting	Collage	Textiles	Sculpture	Print making	Communication

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<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>	<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p>	<p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p>

DT			
Mechanisms	Food	Structure	Textiles

<p>Convert rotary motion to linear using cams.</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>	<p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p>	<p>Create objects (such as a cushion) that employ a seam allowance.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p>
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Geography		
To investigate places	To investigate patterns	To communicate geographically
<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>

<p>hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>		
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History			
To communicate historically	To understand chronology	To build an overview of world history	To investigate and interpret the past
<p>Use appropriate historical vocabulary to communicate, including:</p> <p>dates</p> <p>time period</p> <p>era</p> <p>chronology</p> <p>continuity</p> <p>change</p> <p>century</p> <p>decade</p> <p>legacy.</p> <p>Use literacy, numeracy and computing skills to a exceptional standard in order to</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>

communicate information about the past. Use original ways to present information and ideas.			
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PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gymnastics	Dance	Basketball	Badminton	Tennis	Kwik Cricket
Football	Hockey	Cross Country	Netball	Athletics	Rounders

Computing				
Digital Literacy	Computer Science	Communication	Safe and Responsible use	Information Technology

<p>Animation Plan a multi-scene animation including characters, scenes, camera angles and special effects.</p> <p>Use stop-go animation software with an external camera to shoot the animation frames.</p> <p>Adjust the number of photographs taken and the playback rate to improve the quality of the animation</p> <p>Publish their animation and use a movie editing package to edit/refine and add titles.</p> <p>Video (iMovie) Storyboard and capture videos for a purpose.</p> <p>Plan for the use of special effects/transitions to enhance their video.</p> <p>Transfer footage to iMacs for more advanced editing.</p> <p>Trim, arrange and edit audio levels of video to improve the quality of their outcome.</p> <p>Add titles, credits, transitions, special effects.</p> <p>Export their video in different formats for different purposes</p>	<p>Scratch Temple Run Design their own game including sprites, backgrounds, scoring and/or timers. Their game uses conditional statements, loops, variables and broadcast messages.</p> <p>Their game finishes if the player wins or loses and the player knows if they have won or lost.</p> <p>Evaluate the effectiveness of their game and debug if required.</p> <p>Knowledge objectives: Algorithms can be represented symbolically [flowcharts]or using instructions in a clearly defined language [turtle graphics]</p> <p>Algorithms are developed according to a plan and then tested. Algorithms are corrected if they fail these tests.</p> <p>Algorithms can include selection (if) and repetition(loops).</p> <p>A well-written program tells a reader the story of how it works, both in the code and in human-readable comments</p> <p>Computers can be programmed so they appear to respond ‘intelligently’ to certain inputs.</p>	<p>Register for a blog: selecting a url and navigate to their blog once it is created.</p> <p>Alter the theme and appearance of their blog, adding background images etc.</p> <p>Create a new post, save it as a draft and publish it.</p> <p>Embed photos, hyperlinks and videos into posts.</p> <p>Reorganise posts and remove posts they no longer want.</p> <p>Like/follow other blogs and build up their blog content over the year.</p> <p>(Blog from different points of view e.g as a WW2 soldier etc.)</p>	<p>Find <i>report</i> and <i>flag</i> buttons in commonly used sites and name sources of help (Childline, Cybermentors, etc) ‘click-CEOP’ button and explain to parents what it is for.</p> <p>Discuss scenarios involving online risk.</p> <p>State the source of information found on the internet.</p> <p>Act as a role model for younger pupils, including promoting <i>SMART</i>.</p> <p>(TO BE COVERED THROUGHOUT THE YEAR AND A SPECIAL FOCUS DURING E-SAFETY WEEK – SPRING TERM)</p>	<p>Create data collection forms and enter data from these accurately.</p> <p>Know how to check for and spot inaccurate data.</p> <p>Know which formulas to use when I want to change my spreadsheet model.</p> <p>Make graphs from the calculations on my spreadsheet.</p> <p>Sort and filter information.</p> <p>Understand that changing the numerical data effects a calculation.</p> <p>(Use data collected about the longest rivers/highest mountains etc.)</p>
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Music			
To perform	To compose	To transcribe	To describe music

<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical staff.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and ♭ (flat) symbols.</p> <p>Use and understand simple time signatures.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <p>pitch</p> <p>dynamics</p> <p>tempo</p> <p>timbre</p> <p>texture</p> <p>lyrics and melody</p> <p>sense of occasion</p> <p>expressive</p> <p>solo</p> <p>rounds</p> <p>harmonies</p> <p>accompaniments</p> <p>drones</p> <p>cyclic patterns</p> <p>combination of musical elements</p> <p>cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
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RE			
RE 5.1 –Expressions of Faith	RE 5.2 – Faith in Action	RE 5.3 -Pilgrimages	

Enterprise opportunities					
Design a t-shirt Competition.	Who can make the strongest Christmas tree?	Making and selling as a group			