# Progression in Year 5

## Links to Wider Curriculum

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| ➢ Internet Safety focus – PCSO visit<br>➢ PCSO Bonfire and Halloween Safety Night<br>➢ Anti-Bullying Week<br>➢ Safer Internet Day<br>➢ PCSO Road Safety Visit<br>➢ Internet Safety Assembly<br>➢ PCSO Visit Anti-bullying and Hate Crime | ➢ Pupil Parliament<br>➢ Black History Month<br>➢ Class Community Deed<br>➢ World Autism Acceptance Week – Neurodiversity Celebration<br>➢ World Book Day<br>➢ Bikeability<br>➢ Before and After School Clubs<br>➢ Music Tuition |

## British Values

| Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those with Different Faiths and Beliefs |
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| *Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes* | *Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law* | *The freedom to choose and hold other faiths and beliefs is protected in law* | *The importance of identifying and combatting discrimination* | *Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour* |
| RHSE Relationships<br>*Listen and respond to a wide range of people*<br>RHSE Living in the Wider World<br>*How do I stand up for what is right?*<br>RHSE Democracy and Citizenship<br>*I can explain the idea of Democracy and identify elements essential in its success*<br>*I can identify some systems which are not democratic*<br>*I can explain the importance of free and fair elections*<br>*I can identify issues which are important to me* | RHSE Relationships<br>*How to report concerns or abuse*<br>*To recognise and manage dares*<br>*To understand that their actions have consequences*<br>RHSE Living in the Wider World<br>*I understand the effects and consequences of anti-social behaviour*<br>*I know what my rights and responsibilities are in my local community*<br>*To consider the consequences of sharing images online*<br>RHSE Drugs and Alcohol<br>*To explore a range of legal and illegal drugs, their risks and effects* | RHSE Relationships<br>*I can express my own opinion* RHSE Health and Wellbeing<br>*To recognise what affects your health and well-being*<br>*To manage change and move on from loss*<br>RHSE Sex and Relationships<br>*To know how to get help during puberty*<br>RHSE Drugs and Alcohol<br>*To know a range of skills to resist peer pressure To have considered strategies to resist drug use* | RHSE Relationships<br>*To recognise when someone needs help*<br>*To recognise a range of feelings in others and have a range of strategies to help*<br>RHSE Sex and Relationships *Explore how emotions and relationships change during puberty To know how to get help during puberty* | RHSE Relationships<br>*Understand different types of relationships e.g. arranged marriage, marriage and civil partnership*<br>Living in the Wider World<br>*The importance of respecting others even when they are different to us How do we stop segregation?* |

## Special Visits and Visitors

| **Science**: Xplore - Science and Discovery Centre | **History**: Styal Mill, Nr Manchester | **PE**: Residential PGL Boreatton Park |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Beyond the Earth | | A Child Like Me  -    Enough for Everyone | | Amazing Americas | |
| **Reading**<br>Vocabulary | Science: Space | Reading Breadth: Modern Fiction & Poetry | History: Victorians | Reading Breadth: Myths & Legends and Plays & Poetry – Wider Range | Geography: North & South America/World | Reading Breadth: Stories from Other Cultures and Traditions |
| Discussion<br><br>Connect knowledge | *Word Reading – Throughout Year 5*<br>✦ Apply 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 | | | | | |
| Reference the text<br><br>Skimming | *Comprehension - Throughout Year 5*<br>✦ Read and discuss a range of fiction, poetry, plays, non-fiction and reference books<br>✦ Recommend books that they have read to their peers, giving simple reasons for their choices<br>✦ Learn a wider range of age appropriate poetry by heart<br>✦ With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | | | | | |
| Scanning<br><br>Comprehension | *Skills and Strategies - Apply the following reading strategies with increasing independence*<br>✦ Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context<br>✦ Read extended texts independently for sustained periods<br>✦ Self-correction, including re-reading and reading ahead<br>✦ Reading widely and frequently for pleasure and information | | | | | |
| **Writing**<br>Immerse | Where Once We Stood | FArTHER | The Hound of the Baskervilles | The Promise | The Lost Book of Adventure | King Kong |
| Purpose<br><br>Audience<br><br>Language Features<br><br>Plan<br><br>Draft, revise and edit | Year 5 Spelling Patterns:<br>Words ending – ious<br>Words ending – cious<br>Ending -cial and -tial<br>Ending – cial and -tail<br>Challenge words | Year 5 Spelling Patterns:<br>Words ending – ant<br>Words ending – ance<br>Use -ent and -ence<br>Words ending -able and -ible<br>Words ending -ably and -ibly<br>Challenge words | Year 5 Spelling Patterns:<br> Words ending – able<br>Adverbs of time<br>Suffix – fer<br>'silent' letters (1)<br>'silent' letters (1)<br>Challenge words | Year 5 Spelling Patterns:<br>Words spelled 'ie' after 'c'<br>/ee/ spelled 'ei' after 'c'<br>/ough/ as /aw/<br>/ough/ as /o/ or /ow/<br>Adverbs of possibility<br>Challenge words | Year 5 Spelling Patterns:<br>Homophones (1)<br>Homophones (2)<br>Homophones (3)<br>Homophones (4)<br>Challenge words<br>Hyphens | Year 5 Spelling Patterns:<br>Challenge words<br>Revision |
| Phonics and | *Writing at the Expected Standard in Year 5*<br>For Working Towards and Greater Depth expectations please see the Padlet - https://millviewprimary.padlet.org/jessthomson2/rwubeztch2f1079v | | | | | |

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| **Spelling** | **Composition** | |
| | ⊕ Identify the audience for and purpose of the writing Plan their writing by: Noting and developing initial ideas drawing on reading | |
| | ⊕ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | |
| | ⊕ In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action | |
| | ⊕ Précising longer passages Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) | |
| | ⊕ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear | |
| | **Grammar & Punctuation** | |
| | ⊕ Use a wide range of punctuation correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and inverted commas | |
| | **Handwriting** | |
| | ⊕ Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters | |
| | **Evaluate & Edit** | |
| | ⊕ Assessing the effectiveness of their own and others' writing | |
| | ⊕ Proposing changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning | |
| | ⊕ Ensuring the consistent and correct use of tense throughout a piece of writing | |
| | ⊕ Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree Proof read for spelling and punctuation errors | |
| | ⊕ Use a thesaurus to select more focused language | |

| **Maths** | For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81njiy6no | | |
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| Computing fluently | Place value within 100,000 | Multiplication and division (2) | Decimals |
| | Place value within 1,000,000 | Fractions (1) | Geometry – properties of shape (1) |
| Solving problems | Addition and subtraction | Fractions (2) | Geometry – properties of shape (2) |
| | Graphs and tables | Fractions (3) | Geometry – position and direction |
| Reasoning logically | Multiplication and division (1) | Decimals and percentages | Measure – converting units |
| | Measure – area and perimeter | | Measure – volume and capacity |
| Justifying and explaining | | | |
| Flexible thinking | | | |

| **Science** | Working Scientifically |
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| | ⊕ different scientific enquiries to answer questions |
| | ⊕ recognise and control variables |
| **Asking** | ⊕ measurements, accuracy and precision, repeat readings |

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| | ✦ record data and results, use diagrams, labels, keys, tables, scatter graphs, bar and line<br>✦ use test results to predict, set up comparative and fair tests<br>✦ report and present finding<br>✦ conclude and explain<br>✦ scientific evidence, ideas and arguments | | | | |
| | Earth and Space | Forces | Animals Including Humans | Living Things and Habitats | Properties and changes of materials |
| | ✦ describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br>✦ describe the movement of the Moon relative to the Earth<br>✦ describe the Sun, Earth and Moon as approximately spherical bodies<br>✦ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.<br>✦ Identify key scientists who helped develop our understanding of space<br>✦ Know how and suggest why theories have changed through time | ✦ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br>✦ identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br>✦ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. e.g. levers, pulleys and gears | ✦ describe the changes as humans develop to old age.<br>✦ describe the life process of reproduction in some plants and animals | ✦ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br>✦ Name, locate and describe the functions of the main parts of plants including those involved in reproduction | ✦ 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<br>✦ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating<br>✦ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br>✦ demonstrate that dissolving, mixing and changes of state are reversible changes<br>✦ 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 |

| Key Assessment Questions | Can I describe the movement of the earth and other planets relative to the sun? Can I describe the movement of the moon relative to the earth? Can I show how these views have changed over time with scientific discovery? Can I explain the idea of day and night using the earth's rotation? Can I name key scientists in the development of our understanding of space and suggest what their contribution was? Can I record data in tables, charts, scatter, bar and line graphs, labelled diagrams and using this data to make comparisons and draw conclusions? | Can I explain the idea of gravity? Can I demonstrate through testing air resistance, water resistance and friction? Can I show how some mechanisms allow a smaller force to have a greater effect? | Can I describe changes as humans develop in to old age? Can I make close and detailed observations? Can I report and present findings? | Can I describe the difference in life cycles between mammals, amphibians, insects and birds? Can I describe the life process of reproduction? Can I name and locate the parts of a plant involved in reproduction? | Can I compare and group everyday materials based on their properties? Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated? Can I give reasons based on my own fair testing, for the particular uses of materials? Can I describe and demonstrate a reversible and an irreversible change? |
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| **Geography** | Planet Earth from Space | | Enough for Everyone | | American Adventures |
| | ✧ use **fieldwork** to observe, measure, record and present human/physical features at the coast using range of methods e.g. sketch maps, plans, graphs, digital technologies. | | | | |
| **Observing patterns**<br><br>**Making connections**<br><br>**Developing a sense of place, space and scale**<br><br>**Conducting fieldwork** | ✧ identify the position and significance of longitude, latitude, the Prime/Greenwich Meridian and time zones (including day and night);<br>✧ use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied, identify climate zones; | | ✧ Explore data relating to carbon footprint of our households and suggest ways this can be improved<br>✧ Be able to explain the process of global warming and the problems presented with our climate warming<br>✧ Understand the 'interconnected-ness' of our planet and the importance of everyone being involved in 'sustainability'<br>✧ Suggest solutions to the problems of climate change including globally, nationally and individually<br>✧ Present the arguments for using Fair Trade products and how this benefits all people along the food chain<br>✧ Present data clearly to make a point of view clear to an audience – e.g. persuade people to take action on climate change | | ✧ Locate countries and capitals using maps to focus on North America and South America concentrating on environmental regions, key physical/human characteristics, countries, forests and major cities<br>✧ Describe and understand key aspects of physical and human geography, including: economic activity including trade links and the distribution of resources including food, minerals and water<br>✧ Describe and understand the structure of a rainforest<br>✧ Understand the term 'deforestation' and suggest reasons this might happen, including why it is a problem for our planet<br>✧ Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and within North America (Compare forests of America – temperate and rainforests, then compare with UK)<br>✧ Discuss and explain the terms conservation and protection; understanding their difference<br>✧ Similarities and differences through study of human/physical geography of a region of the UK: (residential or local geographical region in depth). |

| Big Ideas and Key Assessment Questions | Perspective<br>Can you identify features of planet earth using images from satellites?<br>Can you use atlases confidently to find and locate countries?<br>Can you use satellite images to identify changes in our climate? | Sustainability<br>What do we 'need' and what do we 'want'?<br>How do we make energy and how can we do this more sustainably?<br>How can we conserve resources better and why do we need to do this so urgently? | Conservation and Protection<br>What are the key features of the 2 continents of America?<br>Why are forests different?<br>What would it be like in the rainforest?<br>What challenges are facing the world's forests and how can we help? |
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| **History**<br><br>**Making interpretations and raising questions** | Development of Space Travel – The Last Frontier | Childhood in Cheshire – Victorian Children | Ancient Civilisations – Ancient Maya |
| | ✧ Show an understanding of the concepts of 'civilisation' and 'Empire', and how they have changed over time<br>✧ Make conclusions about questions using evidence to justify their thinking<br>✧ Use appropriate historical vocabulary to communicate (dates, time period, chronology, century, decade, legacy)<br>✧ Use dates and terms accurately in describing events | | |
| **Explaining significance**<br><br>**Finding similarities and differences**<br><br>**Seeing change and continuity**<br><br>**Identifying causes and consequences**<br><br>**Develop a sense of chronology** | ✧ I know some important events from the development of Space travel and can explain why I believe they are important;<br>✧ I can explain some features of the 'Space Race';<br>✧ I know some details of the first moon landing;<br>✧ I know some names and achievements of people involved in the development of space travel e.g. Neil Armstrong, Yuri Gregarin, Katherine Johnson;<br>✧ I can use my historical knowledge to make predictions about the future.<br><br>✧ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – explain their own ideas about history and use evidence to back this up<br>✧ Select and use sources of evidence to deduce information about the past<br>✧ Ask questions and follow a line of enquiry to lead to a conclusion<br>✧ Understand the concepts of continuity and change over time, representing them with evidence on a timeline<br>✧ seek out and analyse a range of evidence in | ✧ I know some implications of the industrial revolution;<br>✧ I know how life changed for children during the Industrial Revolution;<br>✧ I know some ways life was different for rich and poor children;<br>✧ I know facts about life as an apprentice at Styal Mill;<br>✧ I can state some reasons why children should have their contribution to the Industrial Revolution recognised.<br><br>✧ Use a range of primary sources to ask and answer questions from the time<br>✧ describe the main changes in a period of history (in terms such as: social, religious, political, technological and cultural)<br>✧ Be able to place the era studied in the context of chronology and what was happening in other places round the world<br>✧ understand that no single source of evidence gives the full answer to questions about the past | ✧ I can identify key dates from the Maya Empire;<br>✧ I know how the Maya adapted to settle in their environment;<br>✧ I know that the Maya believed in a number of gods;<br>✧ I know the legacy of the Maya civilisation, e.g. calendar and number system;<br>✧ I can explain different theories about the decline of the Mayan Empire;<br>✧ I know that the Maya still exist today.<br><br>✧ Show an understanding of why a civilisation declines or disappears<br>✧ Be able to place the era studied in the context of chronology and what was happening in other places round the world<br>✧ describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children'<br>✧ describe the social, ethnic, cultural or religious diversity of past society |

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| | order to justify claims about the past<br>✧ describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children | | | | | |
| Big Ideas and Key Assessment Questions | Civilisation and Empire<br>Why do people want to go in to space and has this changed over time?<br>What caused space travel to improve?<br>Who was Katherine Johnson and why are some people celebrated over others?<br>What is an 'empire'? Can space be 'conquered'?<br>I can raise complex questions?<br>I can make links in and across my learning?<br>I can justify my thinking?<br>I can show that people may think differently about the same event/person?<br>I can share reasons why some people are remembered more than others. | | Civilisation and Empire<br>How did the industrial Revolution change Britain?<br>What was life like for a Victorian child?<br>Was it the same for all children?<br>How do we know about life at this time?<br>What would life have been like in a factory?<br>I can raise complex questions?<br>I can make links in and across my learning?<br>I can justify my thinking?<br>I can show that people may think differently about the same event/person?<br>I can develop an understanding of concepts? | | Civilisation and Empire<br>What was happening elsewhere in the world at this time?<br>Can I explain some features of life for the Maya?<br>Why did the Mayan civilisation die out?<br>I can raise complex questions?<br>I can make links in and across my learning?<br>I can justify my thinking?<br>I can show that people may think differently about the same event/person?<br>I can develop an understanding of concepts? |
| Computing<br><br>Code<br><br>Connect<br><br>Communicate<br><br>Collect | Online Safety – 1 lesson per unit<br>✧ Learning about how permissions work and how to change them<br>✧ Identifying possible issues with online communication<br>✧ Considering the effects of screen-time on physical and mental wellbeing<br>✧ Learning about online bullying and where to seek advice | | | | | |
| | Data Handling: Mars Rover 1 | Skills Showcase: Mars Rover 2 | Search Engines | Programming 1: Music | Programming 2: Micro:bit | Creating Media: Stop Motion Animation |
| | ✧ Learning the difference between ROM and RAM<br>✧ Recognising how the size of RAM affects the processing of data<br>✧ Learning the vocabulary associated with data: data and transmit<br>✧ Recognising that computers transfer data in binary and | ✧ Independently learning how to use 3D design software package TinkerCAD<br>✧ Identify ways to improve and edit programs, videos, images etc<br>✧ Understanding how bit patterns represent images as pixels<br>✧ Learning how the data for digital | ✧ Developing searching skills to help find relevant information on the internet<br>✧ Understanding how apps can access our personal information and how to alter the permissions. | ✧ Iterating and developing their programming as they work<br>✧ Beginning to use nested loops (loops within loops)<br>✧ Debugging their own code<br>✧ Writing code to create a desired effect<br>✧ Using a range of programming commands | ✧ Learning that external devices can be programmed by a separate computer<br>✧ Understanding the fetch, decode, execute cycle | ✧ Decomposing animations into a series of images<br>✧ Decomposing a program without support<br>✧ Decomposing a story to be able to plan a program to tell a story<br>✧ Predicting how software will work based on previous experience<br>✧ Writing more complex algorithms for a |

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| | ⊕ understanding simple binary addition<br>⊕ Relating binary signals (Boolean) to the simple character-based language, ASCII<br>⊕ Learning that messages can be sent by binary code, reading binary up to 8 characters and carrying out binary calculations<br>⊕ Understanding how data is collected | images can be compressed | | ⊕ Using repetition within a program<br>⊕ Amending code within a live scenario<br>⊕ Using logical thinking to explore software more independently, making predictions based on their previous experience<br>⊕ Using a software programme (Sonic Pi or Scratch) to create music | | purpose<br>⊕ Programming an animation<br>⊕ Using video editing software or animation software to animate |
| Key Assessment Questions | Can I explain the difference between ROM and RAM?<br>Can I explain what binary is and can understand simple binary?<br>Can I explain who message can be sent using binary? | Can I apply my skills to a project?<br>Can I show how bit patterns represent images as pixels? | Can I refine my search to find relevant information on the internet?<br>Can I understand how my search results might be affected? | Can I use a nested loop?<br>Can I write code to achieve a desired affect?<br>Can I use Scratch to create music? | Can I understand the fetch, decode, execute cycle?<br>Can I show how external devices can be programmed by a computer? | Can I decompose animations in to a series of images?<br>Can I decompose to plan a story?<br>Can I programme an animation? |
| DT | Mechanical Systems – Pop up Book | Digital World - Monitoring devices | Structure - Bridges | Electrical Systems - Doodlers | Food – What could be healthier? | |
| **Knowledge of tools** | ⊕ Evaluating the work of others and receiving feedback on own work<br>⊕ Suggesting points for improvement<br>⊕ Evaluating a completed product against the original design sheet and looking at modifications that could be made to improve the reliability or aesthetics of it<br>⊕ Testing and evaluating an end product and giving point for further improvements<br>⊕ Testing and evaluating an end product and giving point for further improvements | | | | | |
| **Responsible designers and makers**<br><br>**Show innovation** | ⊕ Designing a popup book which uses a mixture of structures and mechanisms<br>⊕ Naming each mechanism, input and output | • Researching (books, internet) for a particular (user's) animal's needs.<br>• Developing design criteria based on research. | ⊕ Designing a stable structure that is able to support weight<br>⊕ Creating frame structure with focus on triangulation<br>⊕ Making a range of | • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. •  Developing design criteria | ⊕ Following a step by step method carefully to make a recipe<br>⊕ Understanding where food comes from - learning that beef is from cattle and how | |

| Work safely

Knowledge of brief | accurately
⊕ Storyboarding ideas for a book
⊕ Following a design brief to make a pop up book, neatly and with focus on accuracy
⊕ Making mechanisms and/ or structures using sliders, pivots and folds to produce movement
⊕ Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result
⊕ Knowing that an input is the motion used to start a mechanism
⊕ Knowing that output is the motion that happens as a result of starting the input
⊕ Knowing that mechanisms control movement
Describing mechanisms that can be used to change one kind of motion into another | • Generating multiple housing ideas using building bricks.
• Understanding what a virtual model is and the pros and cons of traditional and CAD modelling.
• Placing and manoeuvring 3D objects, using CAD.
• Changing the properties of, or combining one or more 3D objects, using CAD.
• Understanding the functional and aesthetic properties of plastics.
• Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range
• Stating an event or fact from the last 100 years of plastic history.
• Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices.
• Explaining key functions in my program (audible alert, visuals).
• Explaining how my product would be | different shaped beam bridges
⊕ Using triangles to create truss bridges that span a given distance and supports a load
⊕ Building a wooden bridge structure
⊕ Independently measuring and marking wood accurately
⊕ Selecting appropriate tools and equipment for particular tasks
⊕ Using the correct techniques to saws safely
⊕ Identifying where a structure needs reinforcement and using card corners for support
⊕ Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary
⊕ Identifying arch and beam bridges and understanding the terms: compression and tension
⊕ Finding different ways to reinforce structures | based on findings from investigating existing products.
• Developing design criteria that clarifies the target user.
-Altering a product's form and function by tinkering with its configuration.
• Making a functional series circuit, incorporating a motor.
• Constructing a product with consideration for the design criteria.
-Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.
• Determining which parts of a product affect its function and which parts affect its form.
• Analysing whether changes in configuration positively or negatively affect an existing product.
• To know that series circuits only have one direction for the electricity to flow.
• To know when there is a break in a series circuit, all components turn off.
• To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.
• To know a motorised | beef is reared and processed
⊕ Understanding what constitutes a balanced diet
⊕ Learning to adapt a recipe to make it healthier
⊕ Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option
⊕ Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients
⊕ Writing an amended method for a recipe to incorporate the relevant changes to ingredients
⊕ Designing appealing packaging to reflect a recipe
⊕ Cutting and preparing vegetables safely
⊕ Using equipment safely, including knives, hot pans and hobs
⊕ Knowing how to avoid cross contamination | |
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| | | useful for an animal carer including programmed features.<br>-To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record.<br>• To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose.<br>• To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met. | ⊕ Articulating the difference between beam, arch, truss and suspension | product is one which uses a motor to function. | | |
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| Key Assessment Questions | Can I explain how mechanisms control movement?<br>Can I name mechanisms, input and outputs accurately?<br>Can I suggest points for improvement? | Can I explain what conditional statements are?<br>Can I explain what a sensor is for?<br>Can I explain what a 'device' is?<br>Can I explain the key functions of my device? | Can I reinforce a structure, identifying points of weakness?<br>Can I mark and measure wood accurately?<br>Can I select and use appropriate tools for a task? | Can create a design criteria that clarifies the target user?<br>Can I analyse a product by its purpose?<br>Can I analyse a product by its strengths and weaknesses? | Can I explain where a variety of foods are from?<br>Can I design appealing packaging to a design brief? Can I adapt a traditional recipe, considering the nutritional value? | |
| PE | Netball | Tag Rugby | Gymnastics | Dance | Tennis | Athletics |
| **Skill**<br><br>**agility**<br><br>**balance**<br><br>**co-ordination**<br><br>**health and** | Evaluate<br>⊕   Choose and use criteria to evaluate own and others' performance.<br>⊕   Explain why they have used particular skills or techniques, and the effect they have had on their performance. | | | | | |
| | Throwing and catching<br>⊕   Consolidate different ways of throwing and catching, and know when each is appropriate in a game.<br>Passing a ball:<br>⊕   Pass a ball with speed and accuracy using | ⊕   Select ideas to compose specific sequences of movements, shapes and balances.<br>⊕   Adapt their | ⊕   Identify and repeat the movement patterns and actions of a chosen dance style.<br>⊕   Compose individual, | Striking and hitting:<br>⊕   Explore when different shots are best used and perform them with control and | Running:<br>⊕   Accelerate from a variety of starting positions and select their preferred position. |

| fitness<br><br>co-operative and competitive | appropriate techniques in a game situation.<br>Possession:<br>✦ Keep and win back possession of the ball effectively in a team game.<br>Using space:<br>✦ Demonstrate an increasing awareness of space<br>Attacking and defending:<br>✦ Choose the best tactics for attacking and defending.<br>✦ Shoot in a game. | sequences to fit new criteria or suggestions.<br>✦ Perform jumps, shapes and balances fluently and with control.<br>✦ Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.<br>✦ Confidently use equipment to vault in a variety of ways.<br>✦ Apply skills and techniques consistently.<br>✦ Develop strength, technique and flexibility throughout performances.<br>✦ Combine equipment with movement to create sequences. | partner and group dances that reflect the chosen dance style.<br>✦ Develop an awareness of their use of space.<br>✦ Demonstrate imagination and creativity in the movements they devise in response to stimuli.<br>✦ Use transitions to link motifs smoothly together.<br>✦ Improvise with confidence, still demonstrating fluency across the sequence. | accuracy.<br>Using space:<br>✦ Demonstrate an increasing awareness of space | ✦ Identify their reaction times when performing a sprint start.<br>✦ Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.<br>✦ Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.<br>Jumping:<br>✦ Improve techniques for jumping for distance. Perform an effective standing long jump.<br>✦ Perform the standing triple jump with increased confidence.<br>✦ Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.<br>✦ Land safely and with control.<br>Throwing:<br>✦ Perform a fling throw.<br>✦ Throw a variety of implements using a range of throwing techniques.<br>✦ Continue to develop techniques to throw for increased distance. |
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| Key Assessment | Can you select and perform appropriate shots using | Can you apply skills and | Can you demonstrate | Can you select and | Can you show me how to |

| Questions | control and accuracy?<br>Can you travel with a ball effectively?<br>Can you select the correct pass in a game situation?<br>Can you maintain ball possession in a team game? | | techniques learnt to a sequence?<br>Can you perform jumps, shapes and balances fluently and with control? | imagination and creativity in movements?<br>Can you compose individual, partner and group dances that reflect the chosen dance style? | perform appropriate shots using control and accuracy? | run, jump and throw using a variety of techniques? |
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| **RE**<br><br>**Religious tolerance**<br><br>**Reflection**<br><br>**Self-Understanding**<br><br>**Wonder**<br><br>**Sense of Community**<br><br>**Open-mindedness** | Christianity | | Islam | | Sikhism | Free Choice Unit |
| | Which concepts do we find hard to understand in Christianity? | How do Christian's show their beliefs in action? | Why are the Five Pillars important to Muslims? | How is the Muslim faith expressed through family life? | Why is community and equality important to Sikhs? | What is the Baha'i faith? |
| | ⊕ I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.<br>⊕ I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldview<br>⊕ I can explore moral and ethical questions using examples | ⊕ I can explain how history and culture can influence an individual and how some question these influences.<br>⊕ I understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life.<br>⊕ I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own and others' lifestyles. | ⊕ I can describe and make connections between different features of the religions and worldviews we have studied.<br>⊕ I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.<br>⊕ I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews<br>⊕ I can discuss and apply my own and others' ideas about ethical questions, including ideas | ⊕ I can discuss my own and other's spiritual experiences and find connections between communities.<br>⊕ I understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world.<br>⊕ 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 | ⊕ I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning<br>⊕ I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.<br>⊕ I can explore and make personal informed responses to ultimate questions.<br>⊕ I can discuss issues about community cohesion and demonstrate understanding of different views. | ⊕ I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.<br>⊕ I can reflect on my own values and explore what I can learn from the values of believers.<br>⊕ I can describe religions and world views, connecting my ideas and prior learning.<br>⊕ I can explain how some people show their beliefs in action |

| | | | about what is right and wrong and what is just and fair, and express my own ideas clearly in response. | | | |
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| Key Assessment Questions | Can I explore eye witness accounts of faith, and explain different ways of seeing the world? Can I observe and explain dimensions of religions, showing similarities and differences? Can I discuss tricky concepts with an open mind and listen to the ideas of others? | Can I explore eye witness accounts of faith, and explain different ways of seeing the world? Can I observe and explain dimensions of religions, showing similarities and differences? Can I discuss tricky concepts with an open mind and listen to the ideas of others? | Can I describe the five pillars of Islam, explaining their importance to Muslims? Can I discuss the idea of pilgrimage in religion and explain how this might feel to be part of? Can I make comparisons with other religions I have studied and express opinions with respect? | Can I discuss my own and others' spiritual experiences? Can I understand the importance of family in Islam? Can I see how a sense of community can be both at home and with the wider world? | Can I describe some features of the Sikh faith? Can I discuss the idea of community and quality in relation to religion? Can I make informed responses to ultimate questions? Can I show respect for other views in my responses? | Can I explain why worshippers chose a particular place to worship and belong? Can I describe some features of the Baha'i faith? Can I connect my ideas? |

| Music | Livin' on a Prayer | Classroom Jazz 1 Winter Performance | Make You Feel My Love | The Fresh Prince of BelAir | Dancing in the Street | Summer Performance |
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| **Listen and appraise** **Sing and play** **Composing** **Improvise** **Performance** | Listen and Appraise ✦ To recognise other songs from a given style ✦ Consider the historical context of the songs. ✦ To identify and move to the pulse with ease ✦ To think about the message of songs ✦ To compare two songs in the same style ✦ To talk about the musical dimensions working together and how you feel Sing and Play ✦ To confidently sing with a strong internal pulse. ✦ To choose a song and be able to talk about: -main features -singing in unison, the solo, lead vocal, backing vocals | | | Can I sing some songs by heart and know who sang or wrote them? Can I recognise other songs from a given style? Can I consider the historical context to a song? Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and how they combine to make you feel? Can I express how music makes me feel? Can I sing confidently with a strong internal pulse? Can I show an awareness of being 'in tune'? Can I name and find the notes C D E F G A B on a treble stave? Can I rehearse and perform my part? Can I lead the music? | | |

| | -lyrics | |
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| | ✦ To sing in unison and to sing backing vocals.<br>✦ To be aware of how you fit into a group.<br>✦ To know and be able to talk about:<br>✦ Different ways of writing music down –<br>✦ The notes C, D, E, F, G, A, B + C on the treble stave<br>✦ Play a musical instrument with the correct technique.<br>  Select and learn an instrumental part<br>✦ To rehearse and perform their part<br>**Compose and Improvise**<br>✦ To know three well-known improvising musicians.<br>✦ To talk about the structure of a composition<br>✦ Create simple melodies using up to five different notes and simple rhythms<br>  Explain the keynote or home note<br>✦ Record the composition in any way appropriate that recognises the connection between sound and symbol<br>**Perform**<br>✦ Consolidate previous skills<br>✦ To talk about the venue and how to use it to best effect. | Can I improvise using instruments with little preparation?<br>Can I name musicians who like to improvise?<br>Can I use riffs I have heard in my own music?<br>Can I reflect on and make musical decisions?<br><br>Can I show planning and careful consideration about my performances?<br>Can I think about the experience of the audience when I perform?<br>Can I record and reflect on my performance? |

**RSHE**

manage relationships

how and who to ask for help

unique individuals

recognise beauty in difference

express emotions and opinions respectfully

manage risk

know rights and responsibilities of my citizenship

Online Safety – 1 lesson each unit

| Personal Development - Relationships | Personal Development – Living in the Wider World<br>Sex and Relationships | Personal Development – Health and Wellbeing<br>Drugs and Alcohol |
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| ✦ I can consider consequences<br>✦ I can recognise when someone needs help<br>✦ I know when to tell a secret<br>✦ I can recognise and manage 'dares' safely<br>✦ I can express my own opinion<br>✦ I can listen and respond respectfully to a wide range of people<br>✦ I understand different types of relationship e.g. arranged marriage, marriage, civil partnership<br>**Democracy and Citizenship**<br>✦ I can explain the idea of Democracy and identify elements essential in its success<br>✦ I can identify some systems which are not democratic<br>✦ I can explain the importance of free and fair elections<br>✦ I can explain what issues are important to me, creating my own manifesto | ✦ I can justify my actions<br>✦ I have considered responses to racist behaviour<br>✦ I can exchange dialogue and express an opinion<br>✦ I know how and why laws are made<br>✦ I understand the effects and consequences of anti-social behaviour<br>✦ I know my rights and responsibilities in my community and the environment<br>✦ I understand the role of money in mine and others' lives<br>✦ I know what it means to 'tax'<br>**SRE**<br>✦ I can explain the main physical and emotional changes that happen in puberty<br>✦ I can ask questions about puberty with confidence<br>✦ I understand how puberty effects the reproductive organs | ✦ I can explore friendship<br>✦ I can talk confidently about loss<br>✦ I understand the consequences of sharing pictures online<br>**Drugs and Alcohol**<br>✦ I know about a range of legal and illegal drugs<br>✦ I have some understanding of the effects and risks of illegal drugs<br>✦ I can explore attitudes to drug use<br>✦ I know a range of ways to resist peer pressure<br>✦ |

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| | | | ⬧ I can describe what happens during menstruation and sperm production<br>⬧ I know how to keep clean during puberty<br>⬧ I can explain how relationships change during puberty<br>⬧ I know how to get help and support during puberty | | | |

| Key Assessment Questions | Can I express my own opinion?<br>Do I listen and responds respectfully to different people?<br>Can I identify and understand different types of relationships?<br>Can I identify when someone needs help?<br>Can I think about consequences for actions?<br>Can I decide when it is important to tell a secret?<br>Can I identify essential features of a successful democracy?<br>Can I identify systems and ideas which are not democratic?<br>Can I explain issues which are important to me and how I would improve them? | | Can I talk about changes that happen during puberty?<br>Can I explain what happens during menstruation and sperm production?<br>Who can help me during puberty?<br>Can I say my rights and responsibilities in the community and environment?<br>I can explain the role of money for different people, including myself?<br>I know what racist behaviour is and how to respond?<br>How and why laws are made?<br>What are the effects and consequences of anti-social behaviour? | | Can I explain what could happen if I share pictures online?<br>Can I explain friendships?<br>What drugs are legal and illegal and what are the risks of illegal drugs?<br>Can I talk about loss? | |

| MFL<br><br>**Read fluently**<br><br>**Write imaginatively**<br><br>**Speak confidently**<br><br>**Understand culture** | French Monster Pets | Space Exploration | Shopping in France | Verbs in a French Week | French Speaking World | Meet my French Family |
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| | ⬧ Look for information in an unknown text<br>⬧ Practise the correct article and develop knowledge of word order<br>⬧ Match written descriptions with pictures | ⬧ Use metaphors to write calligrams<br>⬧ Practise longer sentences to compare planets<br>⬧ Add justifications because… | ⬧ Numbers 1-100<br>⬧ Words for fruits and paying<br>⬧ Tell a tale<br>⬧ Ask and answer questions when shopping | ⬧ Demonstrate bilingual dictionary skills<br>⬧ Recognise and use different pronouns<br>⬧ Choose the correct ending of –er verbs to go with the pronoun | ⬧ Revise compass points<br>⬧ Learn where French speaking countries are located in the world<br>⬧ Make statements beginning 'il y a…'<br>⬧ Listen to a French weather forecast and identify key features | ⬧ French vocabulary for family members and relatives<br>⬧ Write descriptive phrases about family<br>⬧ Understand and express opinions<br>⬧ Read a text and identify clues about a family member |

| Key Assessment Questions | Can I speak with confidence the vocabulary taught to me including 'I have', pets, food and hobbies?<br>Can I write simple sentences in French?<br>Can I ask and answer questions in French, building to a short conversation?<br>Can I read simple French words and phrases? |
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| Art | Developing Ideas |
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| **Developing Ideas** | ✦ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect<br>✦ source material for future works<br>✦ Keep notes which consider how a piece of work may be developed further adapt work as and when necessary and explain why |
| **Master techniques**<br><br>**Explore line, pattern and texture**<br><br>**Take inspiration from the greats.** | **Master techniques – Drawing** |
| | ✦ Work in a sustained and independent way to create a detailed drawing<br>✦ Develop a key element of their work: line, tone, pattern, texture<br>✦ Use different techniques for different purposes i.e. shading, hatching within their own work<br>✦ Have opportunities to develop further simple perspective in their work using a single focal point and horizon<br>✦ Begin to develop an awareness of composition, scale and proportion in their paintings<br>✦ Use drawing techniques to work from a variety of sources including observation, photographs and digital images<br>✦ Develop close observation skills using a variety of view finders |
| | **Master techniques – Painting** |
| | ✦ Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint<br>✦ creating textural effects.<br>✦ Mix and match colours to create atmosphere and light effects<br>✦ Mix colour, shades and tones with confidence building on previous knowledge<br>✦ Start to develop their own style using tonal contrast and mixed media |
| | **3D** |
| | ✦ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date<br>✦ Show experience in combining pinch, slabbing and coiling to produce end pieces<br>✦ Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. |
| | **Texture, pattern, colour, line and tone** |
| | ✦ Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. |
| | **Taking inspiration from the greats** |
| | ✦ Recognise the art of key artists and begin to place them in key movements or historical events.<br>✦ Identify artists who have worked in a similar way to their own work.<br>✦ Explore a range of great artists, architects and designers in history |

| Key Assessment Questions | Develop ideas | Master techniques – drawing and painting | 3D | Texture, pattern, colour, line and tone | Taking inspiration from the greats |
|---|---|---|---|---|---|
| | Can you use sketchbooks to collect and record visual information from different sources? | Show me how you control the types of marks made and experiment with different effects and textures | Can you combine pinch, slabbing and coiling to produce end pieces? | Can you use tones and tints, light and shade? | Can you recognise the art of key artists and begin to place them in key movements of historical events? |