Year 5: Long Term Learning Map – 2023-2024

		Term 1 Theme : History (Viking)	Term 2 Theme : RE (Festivals) Science (physics)	Term 3 Theme : Geography	Term 4 Theme : Geography	Term 5 Theme : Science	Term 6 Theme : Art
Enrichment Opportunities	After School Clubs	Music and Dance Netball Book	Music and Dance Netball Book	TBC	TBC	TBC	TBC
	Trips	Corinium Museum (14th September)	Hindu Temple	Visit to Stroud High School (SHS)– Festival of Learning	Cadbury world (Mayans)?	Trip to the River Severn	Kidzania (PSHE)
	Visitors		Schlumberger GeoThermal	KNEX SHS Outreach (maths, French, science and music)'	Shakespeare workshop Life Ed Bus		First Aid: Resuscitation and AED
	Sports	Football festival (selected pupils) Y5/6	Football festival (selected pupils) – Y5/6 only Tag rugby festival (selected pupils) - Year 5/6	SEND inclusive sports event Kurling and Boccia (selected pupils) - all	Shakespeare Assembly SEND inclusive Panathlon sports event (selected pupils) - all Cross country tournament (selected pupils) – all Swimming gala (selected pupils) Orienteering challenge (selected pupils) – Y5/6	Mountain biking event (selected pupils) – all? Duathlon event (selected pupils) – all? – Swimming Pool	Bikeability Dodgeball festival (selected pupils) – all? District sports field and track events (selected pupils) - all Inclusive Olympics SEND event (selected pupils) - all Dance festival (selected pupils) – all? Shonk ball festival (selected pupils) – all? Rounders festival (selected pupils) – all? Handball tournament (selected pupils) – all?
	Assemblies						

Maths	Place value – read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit 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 zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Addition and subtractions – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) 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.	Multiplication and division – identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (nonprime) 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 Fractions – : compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 5 2 + 5 4 = 5 6 = 1 5 1] add and subtract fractions with the same denominator and denominators that are multiples of the same number 5.	Multiplication and Division – 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 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Mathematics – key stages 1 and 2 33 Statutory requirements 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 Fractions – multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Perimeter and area – measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes Statistics – solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables	Position and direction – identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (o) identify: ngles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o 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.	Decimals – read and write decimal numbers as fractions [for example, 0.71 = 100 71] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 2 Converting units – convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Volume – estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]

English	Diary Poem	Persuasive writing Information text	Narrative Poem	Character description Recount as a letter	Explanation	Biography Newspaper report
Reading:						
Class book	The Way of the Waves		The Explorer by Katherine Rundell		Skelllig	

Art

Study significant works of art using the following method:

- *Content* – Describe the art. Social, historical factors affect the work.
- *Process* – When & how made? What materials & techniques are used?
- *Formal elements* – line, tone, colour, shape, form, comp, pattern, texture.
- *Mood* – what emotions does the work convey?

Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.

Reflections
Awareness of choices & decisions
Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.
Increasing understanding of purpose & intention for art
Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
Creativity
Developing ideas
Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.
Creativity
Experiences, Imagination
Take risks when trying out materials, investigate and explore the properties of materials.
Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space

Andy Warhol – Pop Art	**Elizabeth Frink**	**Beatriz Milhazes**	**Macbeth- How can pictures create atmosphere and mood?**	**Beetles**	**Frida Kahlo**
Describe the art. Social, historical factors affect the work. *Mood* – what emotions does the work convey? **Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. **Design** Pupils will have opportunities to design and make art for different purposes, such as buildings,	**Drawing:** Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that	**Painting:** Children know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands Children should learn how to control the amount of paint they need to use and/or use water to preserve finer details.	**Printing:** **Printing** Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. Painting:	**Observational drawing** Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that	**Painting & Mixed Media** **Colour:** Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.

	magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries. **Drawing** To draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. **Painting** Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.	realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.	Children know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. Experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc		we all draw differently, and that realism is only one form of drawing.	**Tone/ Form:** Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white **Pattern Texture:** Uses pattern & texture for purposeful effect. . **Line/Shape**: Uses line or shape to create original compositions.
Science	Working Scientifically: Question: - Raise scientific questions and hypothesise Observe: - Accurate/ precise measurements, Diagrams, tables, bar and line graphs. · Classify and Find Patterns: - Use complex - Classification keys Control investigations: - Identify when and how to use tests. - Recognise and control variables. - Make predictions based on previous test results. Research - Explore relevant information by using a wide range of secondary sources. - Explore how scientific ideas have developed over time. Model - Evaluate diagrams/ models e.g. states of matter; solar system. Conclude - Evaluate original hypothesis against observed evidence and reach appropriate conclusions. - Identify causal relationships. Begin to identify how reliable the data is.					
		Forces • explain that unsupported objects fall towards the Earth because of the force of gravity	Earth and Space • describe the movement of the Earth, and other planets,	Properties and changes of materials • compare and group together everyday materials on the basis	Living things and their habitats • describe the differences in the life cycles of a mammal, an	Animals (including humans) • describe the changes as humans develop to old age.

		acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	of their properties, including their hardness, solubility (how easy it is for a material to dissolve into a liquid), transparency (how well light can pass through an object), conductivity (how well electricity/heat can flow through an object) (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 (the more soluble the material, the easier it will dissolve into a solution) • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering (smaller particles, e.g sand that are partially soluble should be filtered from a solution), sieving (non-soluble particles that are large can be sieved from a solution) and evaporating (if a soluble solid has been dissolved into a solution, the liquid will need to be evaporated) • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals.	
History	- Compare the time to previously studied events and order chronologically - Place events and dates on a timeline to show changes over time - Use dates and historical terms to describe events – culturally and socially - Use sources to ask a variety of open and closed questions to deduce information about the past - Select suitable sources of evidence (with explanations)					

	- Analyse a wide range of evidence in order to justify claims about the past - Compare various accounts of an event with a good understanding of differences - Use sources to describe the ideas, attitudes, experiences and beliefs of people within the time period - Use topic-related vocabulary with confidence - Use literacy, numeracy and computing skills to communicate information about the past to a good standard					
	Vikings (Settlement) **(Y3 Stone Age settlement link)** *Journey to Viking settlement:* *Vikings migrated from Scandinavia in longships in 793AD and pillaged Lindesfarne* *Vikings continued to invade towns and villages close to the sea* *The Vikings looked to conquer instead of raid: they moved closer inland and arrived at York (Jorvic) in 886AD* *What peaceful settlement looked like:* *To keep the peace, King Alfred the Great gave 'Danelaw' to the Vikings, where they settled peacefully* *Settlements known by: -thorpe; -by; -toft [compare to Anglo-Saxon]* *Once settled, Vikings used the land to farm [compare to Anglo-Saxons and Stone Age]* *They lived in long, rectangular buildings, made from wattle [compare to Anglo-Saxons and Stone Age]* *Journey to 1066* *King Alfred the Great died and Vikings and Anglo-Saxons continued to fight*			**Mayans (Belief)** **(Y3 Egyptian belief link)** Identify location and chronology surrounding the Mayans *- Mayans rose to prominence in Central America* *- Mayans from 2000BC – 1500AD. Focusing on the Classic Period (c.900AD) where religion was established* Identify Mayan beliefs *- The Maya believed in hundreds of different nature gods, with varying degrees of importance, who ruled people's lives and decisions [make connection to Hinduism]* *- Kings were chosen by the Gods and served as intermediaries* Identify Mayan Gods *- Itzamna (God of fire, heaven/earth; created calendar) , - Chaac (God of Rain)* *- Mayans were scared of Gods and believed they would end the word if they were not worshiped* Mayan religious worship *- Blood sacrifices; giving physical gifts* *- By piercing their ears the Maya were opening them to hear the Gods' revelations.* *- In cutting the tongue, it is said that they could speak what they had heard.* Places of Mayan worship [link to Ancient Egyptians] - Made from limestone - Temples had two variations: A pyramid that had a flat top for sacrifices, and a sacred pyramid for that Gods that wasn't meant to be climbed - Important people were buried in the tombs of the pyramids		**Anglo-Saxons (Settlement)** **(Y5 Vikings and Y3 Stone Age settlement link)** Reason for settlement - Farming - Space for homes How settlement looked [compare to Ancient Greeks and Stone Age]: - Anglo-Saxons cleared much of the forest that covered Britain to make towns and villages. - Plenty of wood: made wooden/ thatched huts - Built near natural resources - Still an emphasis on war: chiefs lived in a big hall with warriors; high fence around villages **Vikings** *Once settled, Vikings used the land to farm [compare to Anglo-Saxons and Stone Age]* *They lived in long, rectangular buildings, made from wattle [compare to Anglo-Saxons and Stone Age]*

Geography	Geographical and Fieldwork Knowledge Begin to use 8 compass points to follow/give directions Use 4 figure grid references to locate features on a map Locate places on smaller scale maps (e.g. Find villages, towns and cities on an OS map) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Begin to use digital maps to represent data (e.g. National Geographic Mapmaker) Annotate their sketch with descriptive and explanatory labels Draw a sketch map from a high view point using symbols and a key Begin to suggest questions for investigating Prepare questions for an interview Use questions that are responsive to the interviewee's views and make brief notes Collect and record evidence unaided Analyse evidence and draw conclusions between more than two or more locations and its' impact on life					
			Human geography: - Settlements (Features of a hamlet, village, favela town, city and metropolis) - Distribution of natural resources (energy, food, minerals and water) and economic activity including trade links within Europe **Locational knowledge** ame and locate major countries and their capital cities in South America - Identify the position and purpose of the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** - Understand human geographical similarities and differences between the UK and Brazil - Explain, with evidence, what it is like and what happens there and begin to explain how it is changing -Understand physical geographical similarities and differences between the UK and Brazil Recognise and begin to use symbols on an OS map with a key Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) - -	-	**Physical geography:** <u>Rivers - Amazon</u> - Know that rivers have the following parts and explain what they are: tributary, delta, estuary, rapids, valley, oxbow lake, spring - From land drainage to ecosystems, rivers have a variety of uses which are important for all life on Earth - Rivers change course because of erosion and deposition. Erosion is when materials, like soil or rocks, are moved by wind or water. All these materials are called sediments. Deposition is when those sediments are deposited, or dropped off, in a different location. <u>Water Cycle</u> - Recap Year 4 Science knowledge and understanding. - The water table is an underground boundary between the soil surface and the area where groundwater saturates spaces between sediments and cracks in rock. This supports knowledge and understanding of what a spring is. <u>Floods</u> - Flooding can be made worse by factors such as: deforestation, buildings and hard surfaces, steep hills, very wet ground that cannot soak up any more water and hard, dry ground that will not let any water soak in. - Types of flooding: river flooding, surface water flooding, flash	**Biomes** Biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on: how warm or cold it is, how dry or wet it is and how fertile the soil is - There are six main types of biomes: rainforests, deserts, savannahs, woodlands, grasslands and tundra. - Grassland: Grasslands are areas of land that are vast and open. Grasses are the main plants. - Woodland: Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than in the summer. - Savannah: The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here. **Human geography:** In depth look at deforestation: What is the wood used for? What happens when the forest is destroyed? Who is affected by deforestation?

					flooding, flooding from sewers and pipes, coastal flooding and reservoir flooding - Identify that there is a huge impact from flooding both on people emotionally and financially as well as the environment that is flooded. **Locational knowledge** -Name and locate the main rivers of the UK	
DT		**Cooking and nutrition:** Know and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world. Know that seasonality may affect the food availability and begin to plan recipes according to seasonality. Begin to prepare and cook a variety of predominantly savoury dishes safely and hygienically, where appropriate using a heat course. With support, adapt recipes by adding or substituting one or more ingredients to change the appearance, taste, , texture and aroma; Demonstrate how to use a range of cooking techniques, (as listed in Year3 and 4) but also to include such as griddling, grilling, frying and boiling. With support, begin to alter methods, cooking times and/or temperatures as necessary. Choose appropriate utensils to prepare ingredients. Measure with increased accuracy in a range of units. With growing independence, follow a recipe.		**Textiles:** **Badge for Macbeth** Measure, mark out, cut, shape and score a range of materials accurately Assemble, join and combine materials and components with accuracy. Measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; Join textiles using a greater variety of stitches, such as backstitch and blanket stitch. Refine the finish using techniques (including those from art and design) such as sanding or a more precise scissor cut after roughly cutting out a shape.	**Mechanisms:** Begin to complete competitor analysis of other products on the market Evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; Evaluate their ideas and products against the original design criteria, making changes as needed.	**Cooking and nutrition:** Know and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world. Know that seasonality may affect the food availability and begin to plan recipes according to seasonality. Begin to prepare and cook a variety of predominantly savoury dishes safely and hygienically, where appropriate using a heat course. With support, adapt recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; Demonstrate how to use a range of cooking techniques, (as listed in Year3 and 4) but also to include such as griddling, grilling, frying and boiling. With support, begin to alter methods, cooking times and/or temperatures as necessary. Choose appropriate utensils to prepare ingredients. Measure with increased accuracy in a range of units. With growing independence, follow a recipe.

RE	Christianity (God) What does it mean if Christians believe God is holy and loving?	Hinduism (Karma/Dharma/Samsara/Moksha) how do festivals and family life show why Hindus want to be good?	Judaism – Why is the Torah so important to Jewish people?	Christianity (Salvation) What do Christians believe Jesus did to 'save' people**?**	Christianity (Gospel) How do Christians decide how to live? 'What would Jesus do'?	Comparing beliefs (Beliefs in God) Why do some people believe in God and some people not?
	• Most Christians believe God is omnipotent, omniscient and eternal, and this means God is worth worshipping. • Not all Christians agree about what God is like, but try to follow his path, as shown in the Bible, through Church teachings and art made by different Christian believers. • Many Christians believe getting to know God is like getting to know a person rather than learning information and can do this through reading biblical texts, hymns as they emphasise the belief that God is holy and loving. • Most Cathedrals were built by medieval Christians and were dedicated to the glory of God and Churches are dedicated to worshipping God for creating the world and everything in it. • The British Values, tolerance and mutual respect allow people to express their religious beliefs individually with symbols or as a community in special places such as Cathedrals and Churches. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. • Explain how and why differences in belief are expressed. • Explain how some forms of religious expression are used differently by individuals and communities.	• Hindus believe in dharma (the law of living morally), karma (what happens based previous actions), samsara (the process of reincarnation) and moksha (release from samsara). • Holi is the festival of spring, love, and new life and is about good overcoming evil (similar to Diwali). • Holi links to beliefs about karma, samsara, moksha and samsara as it is about choosing actions that are morally good (dharma) and new life/beginnings (samsara). • The four stages of life in Hinduism are Brahmacharya (student), Grihastha (householder), Vanaprastha (forest walker/forest dweller) and Sannyasa (renunciation) and guide Hindus how to live morally to achieve moksha. • Hindus may put their beliefs into practice during Holi by dancing, throwing powdered paint over each other, lighting bonfires and being with family to show new beginnings and celebrate life with colour (samsara). • The British Value, mutual respect ensures that others recognise the value of other peoples beliefs and faiths, including during festivals. • Holi teaches Hindus that good will always overcome evil just as similar themes are celebrated by other religions (Sikhs, Christians, Jewish people and those who aren't religious). • Most Hindus want to be good to achieve moksha to be released from samsara by living morally (dharma) and making choices that will have	• The Torah is the first five books of the Tanakh (Hebrew Bible) and means 'law'. Jewish people believe it is the word of God that was given to Moses (Hebrew prophet) to share with others. • The Torah teaches Jewish people that there is only one God who created and controls the earth states that God is eternal and all-powerful and God is sometimes refered to as 'Almighty, King, Father, Lord and King of Kings' in the Torah. • Some Jews do not write the name of God out fully, instead they put 'G-d' as a mark of respect, and so that God's name cannot be erased or destroyed. • The Torah contains laws about eating food (kosher law) and includes only eating land animals with split hooves that eat grass, only seafood with a fins and scales, birds that do not eat other animals and meat and dairy must not be eaten together to show that they are separate from other living things. • Most Orthodox Jews put their beliefs about kosher law and the Torah into practice by following kosher law as they follow the Torah very closely whereas progressive Jews may decide not to follow Kosher laws. • Jewish people, whether orthodox or progressive, have the right to express their religion in Britain, including practices about how the Torah is treated and kosher law, with respect and without judgement (British Values, rule of law). • Make connections between Jewish beliefs studied and explain how and why they are	• On the Big Frieze salvation refers to Jesus coming to earth (incarnation) and sacrificing himself (giving up his life) so that all humans were forgiven by God and many Christians believe that Jesus willingly gave his life to repair the damage done between humans and God ('the Fall'). • When Christians say that Jesus' death was a sacrifice, they mean that he died for the sins of humans and was punished in place of everyone. • Holy Week (Easter) is described in the Bible by Mark, one of Jesus' disciples and includes the events of the Last Supper when Jesus breaks bread and shares wine to represent his body and blood, Judas's betrayal, Peter's denial, Jesus' arrest, crucifixion, death and resurrection. • Many Christians remember Jesus' death and resurrection during Holy Communion/ the Lords Supper at Church services where bread and wine are used to symbolise Jesus' body (bread) and blood (wine) as he did during the Last Supper to remember the sacrifice Jesus made for humans. • Some Christians follow Jesus' example, even to the point of dying and are known as martyrs (someone who dies for what they believe in and their rights). • The British Values individual liberty and tolerance are closely linked with the Easter Story as Jesus was not given the right to express his beliefs freely, which is against the law in Britain today. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. • Articulate their own responses to the idea of sacrifice, recognising different points of view.	• On the Big Frieze, Gospel comes after 'Incarnation' (God comes to earth as Jesus) and before 'Salvation' (Jesus dies on the cross for human sins) and means 'good news'. • Some Christians believe that Gospel is not just about setting an example for good behaviour and challenging bad behaviour, it is that Jesus offers a way to heal the damage done by human sin. • Some Christians use the teachings and examples of how Jesus lived from Sermon on the Mount (in the Bible) which demonstrates that Jesus valued serving those in need. • Many Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. • The British Value individual liberty and democracy allows Christians to express their views and be shown respect even if others disagree and they are expected to show the same respect back to others. • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and • opportunities in the world today, including their own lives. • Articulate their own responses to the issues studied, recognising different points of view. • Recognise and explain the impact of beliefs and ultimate	• A theist is someone who believes in a higher power or god/gods, an atheist is someone who doesn't and an agnostic is someone who believes that nothing can be known about the existence of a higher power or god/gods. • Some people believe in God because their family does, they have experienced God, they have seen a miracle or believe that there is evidence that God exists in the world • Some people don't believe in God because they can't see any evidence, there are scientific explanations for the world, there are too many bad things in the world and pprayers aren't always answered. • Many people who believe in God may use religious teachings to guide their decisions and explain the world around them whereas those who are not religious may use other forms of community (e.g., family, friends) and science to do this. • Christians sometimes disagree about what God is like as some believe that he is eternal, almighty and holy based on Genesis, whilst other believe that this is more of a metaphor and not literal. • Regardless of beliefs, everyone in Britain is expected to follow the rule of law in Britain and should not be treated differently because of their beliefs or faith (British Values). • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.

		a positive impact on their karma. • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. • Suggest lines of enquiry to address questions raised by the study of religions and beliefs. • Recognise and explain diversity within religious expression, using appropriate concepts. • Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	important to Jewish people today. • Consider and weigh up the value of tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people. • Explain connections between questions, beliefs, values and practices in different belief systems. • Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. • Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	• Explain how and why differences in belief are expressed. • Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. • Make informed responses to questions of identity and experience in the light of their learning.	questions on individuals and communities. • Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. • Make informed responses to questions of identity and experience in the light of their learning.	• Make connections between belief and behaviour in their own lives, in the light of their learning. • Explain how and why differences in belief are expressed. • Explain how some forms of religious expression are used differently by individuals and communities. • Make informed responses to questions of meaning and purpose in the light of their learning.
PE	Dance: - To be able to perform a simple range of Haka movements and patterns. - To be able to perform a choreographed dance phrase using a simple range of Haka movements and patterns. - To be able to perform a dance phrase using a simple range of Haka movements and patterns in a group. - To be able to perform a dance phrase using a simple range of Haka movements and patterns in a group. - To be able to learn and rehearse a choreographed dance phrase based on the Ka Mate Haka. - To be able to rehearse and perform a	Gymnastics: - To be able to perform forwards rolls with a range of entrances and exits. - To be able to perform backwards rolls with a range of entrances and exits. - To perform a range of routines with rolling. - To be able to safely perform cat springs. - To be able to vault safely. - To be able to vault safely with a range of entrances and exits. -	Dance: - To be able to perform basic Street Dance arm positions and movement actions. - To be able to perform basic Street Dance arm positions and movement actions in unison. - To be able to perform basic Street Dance arm positions and movement actions in unison. - To be able to perform basic Street Dance arm positions and movement actions in a group and as a whole class. - To be able to learn and rehearse a choreographed Street Dance in a group and as a whole class. - To be able to perform a choreographed Street Dance in a group and as a whole class.	Gymnastics: - to be able to vault safely and then into rolling - To be able consolidate, learn and perform a headstand safely with or without support - To begin transition of the headstand into a forward roll - To be able to perform a headstand into a froward roll - To develop the headstand and incorporate into a routine To safely perform a jumping roll within a routine -	Dance: - To be able to perform freeze frames that resemble images of different features within a river's journey. - To be able to utilise the use of space in a performance area by creating floor plans of a river's journey. - To be able to create movements that involve going 'under and over' and 'high and low' to add versatile movements within a dance sequence. - To use poetry as a source for choreographing dance sequences as a duet. - To be able to perform a choreographed dance using a poem about a	- Gymnastics: - To be able to perform both a stag jump and a split leap. - To be able to roll from and into a pike position. - To be able to perform various landings on and over a vault. - To be able to progress from a cartwheel to perform a round-off. - To be able to plan a sequence of movements on apparatus. - To be able to perform as a group in time with each other to form a routine. - - - -

	choreographed dance phrase based on the Ka Mate Haka.				river to inform the movements. -	
	- **Netball:** - To be able to catch and throw the ball with accuracy. - To be able to use a variety of passes. - To be able to use a variety of tactics. - To be able to show control and good footwork. - To be able to understand the rules of high 5 netball. - To be able to shoot and develop their skills in high 5 netball. -	- **Hockey:** - - To be able to dribble with the ball. - - To be able to pass, find space and keep possession. - - To be able to shoot with power and accuracy. - - To be able to tackle and mark. - - To be able to develop appropriate tactics. - - To be able to apply learnt skills to a competitive situation. - -	- **Tag Rugby:** - To be able to evade and tag opponents. - To be able to pass and receive a pass at speed. - To be able to pass and receive a pass at speed in a game situation. - To refine attacking and defending skills. - To develop tactics as a team. - To apply learned skills in a game of tag rugby. - - - -	**Football:** - To be able to control the ball, dribble and turn - To be able to pass the ball accurately and find a space to receive a pass - To be able to tackle and mark players - To be able to turn and shoot at speed - To be able to apply attacking and defending skills in a game of football - To be able to apply learned skills in a game of football -	**Athletics:** - To be able to develop running for speed. - To be able to develop jumping for distance (triple jump). - To be able to develop throwing skills. - To be able to develop hurdling skills. - To be able to run relays. - To be able to score, officiate and show leadership in athletics. - -	**Cricket:** - To be able to further develop bowling in a game situation. - To be able to practise batting for accuracy in a game situation. - To be able to develop deep field catching. - To be able to develop all round skills. - To be able to introduce the lofted drive. - To be able to apply skills to a game situation. - -

	Nutrition: To analyse menus and select a meal plan that fits with a balanced diet.	Mindfulness: To recap what Mindfulness means and reacquaint themselves with some mindful techniques. To try a cooperative mindful doodling exercise and reflect upon how it helps with being mindful. To practice mindfulness outdoors. To focus on sending thoughts and gratitude as part of mindfulness. To investigate dividing attention between more than one input at a time and relate this to developing their brains. To try guided visualisation.	**Personal Care:** To view their own wellbeing in the context of a mindset.	**Teamwork and Leadership:** To learn about types of leaders and leadership styles.	**Teamwork and Leadership:** To find out about the stages of sleep and review the importance of sleep.	**Yoga:** To recap and review some poses they have learnt in previous sessions and add in a few new poses. To explore some new poses that require balance. To be able to practise a yoga visualisation technique to relax. To use yoga poses in a more dynamic way incorporating movement across a space.
PSHE	Me and My Relationships - Collaboration Challenge - Give and take - Communication - How good a friend are you? - Relationship cake recipe - Our emotional recipe - Being assertive	Valuing Difference - Qualities of friendship - Kind conversation - Happy being me - The land of the Red People - Is it true? Stop, start, stereotypes - It could happen to anyone	Keeping Safe - Spot bullying - Play, like, share - Decision dilemmas - Ella's diary dilemma - Vaping: healthy or unhealthy? - Would you risk it?	Rights and Respect - What's the story? - Fact or opinion? - Mo makes a difference - Rights, respect and duties - Spending wisely - Lend us a fiver!	Being my Best - It all adds up - Different skills - My school community - Independence and responsibility - Star qualities - Basic first aid	Growing and Changing - How are they feeling? - Taking notice of our feelings - Dear Ash - Growing up and changing bodies - Changing bodies and feelings - Help! I'm a teenager – get me out of here - Dear Hetty
French	<u>Topic 1: Where they live</u> ❖ Recap greetings, numbers, months, colours, etc including classroom vocabulary. Ask for other topics they remember from Year 4 – Parts of the body, the zoo engage in conversations; speak in sentences using familiar vocabulary, phrases and basic language structures; present ideas orally; understand masculine, feminine and	<u>Topic 2: The High Street</u> ❖ The High Street – La Rue Principale – can we figure out what we might be learning about from the vocabulary? Is there anything we know or recognise? ask and answer questions; explore patterns through previous knowledge ❖ List places we might find in our High Street. Gather French vocabulary – look at similarities in spelling. Le/la/les –	<u>Directions</u> ❖ Links back to the High Street ❖ Where will I find the supermarket? North, south, east, west, etc and next to, opposite, near, etc ; Straight ahead, on the left/right ❖ broaden vocabulary to develop ability to understand new topics and to be able to describe places in detail orally; engage in conversations with peers regarding position of	**<u>Topic 4: Hobbies and Activities</u>** ❖ **Recap previous knowledge then** ❖ **Introduce Hobbies and Activities – what type of activities might we do in our spare time – list on whiteboard. When might we get to do them? (after school/weekends?) Engage in conversations, ask and answer questions, express opinions** ❖ **Give vocabulary for main ones – list in books can draw an image. Children to use dictionary to add extra**	<u>Topic 5: La Maison</u> ❖ Remind of previous lessons, incorporating all previous knowledge. Introduce Voici La Maison engage in conversations; express ideas clearly from memory ❖ Introduce Voici La Maison, show different places around the home. Identify some similarities with spellings, sounds, etc (doigt, noir, toit)	

	plural; listen and show understanding of language ❖ Introduce Où habites tu? What might it mean? What words have we seen before? (tu) Can we work anything else out? Watch dvd (Early Start 1) of children in France Broaden vocab differences/similarity to English; explore patterns and sounds; describe places orally; listen attentively to spoken language; develop accurate pronunciation and intonation ❖ To be able to say where they live – in a house/flat; in the country, town or on the mountain (doesn't have to be true!); which town/country they live in (doesn't have to be true!) engage in conversations, ask and answer questions and respond to others; present ideas orally ❖ To be able to write these simple sentences in their books. Show understanding of words, phrases and simple writing ❖ Then to recap the animals from The Zoo in Year 5 and be able to write a silly sentence eg: I live in a flat with my giraffe and my penguin. To use dictionaries to find other types of animals not covered in Year 4 or other places like a chateau, under the sea etc broaden vocabulary and develop ability to understand new	masculine/feminine/plural/ vowels, etc grammar; develop accurate pronunciation and intonation ❖ Watch dvd (Early Start 2) – any shops we have already got vocab for? Any extras – add to our list listen attentively to spoken language and respond by repeating; using dictionary to expand knowledge ❖ To be able to say Dans la Rue Principale il y a ….. and to be able to write some sentences including how many eg: 2 supermarkets, and the vocabulary for and/but/not broaden vocabulary and learn new words ; describe places in writing; show understanding of words, phrases; simple writing; speak in sentences, using familiar and new vocabulary, phrases and basic language structures ❖ Anagram sheet of places in town exploring patterns and linking to spelling, sound and meaning of words ❖ Present a map of High Street, town, or present shops/buildings in format of choice in books. Express ideas clearly and creatively	places; develop accurate pronunciation so that others understand when reading aloud or using familiar words and phrases; present ideas and information orally ❖ Worksheets relating to location of places in the town or reading a short text and answering the questions related to position read carefully and show understanding of words and phrases and simple writing	hobbies listen attentively to spoken language and show understanding by responding; read and show understanding of words; use a dictionary to broaden knowledge ❖ Watch DVD on Early start – were there any different ones to what we mentioned? Can we try to say how the children on the dvd spoke? Listen attentively and show understanding by responding; present ideas orally; speak in sentences using familiar vocabulary, phrases and basic language structure ❖ To be able to say and write for example "On Saturday I go swimming" write phrases from memory; present ideas and information orally; develop accurate pronunciation and intonation so that others understand; speak in sentences, using familiar vocabulary, phrase and basic language structures; describe things orally	❖ Sheet to draw certain items in each room. Use knowledge from High Street – Dans la Rue Principale to say Dans ma maison, il y a…. Remind that if it is my and it is feminine that it is ma or mon for masculine, etc Listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation ❖ Various worksheets with different rooms around the house and different items to draw in the boxes. Find words in dictionary that would go in those rooms and create their own vocabulary ❖ Write / say sentences that say Dans ma maison, il y a … or dans ma cuisine, il y a , etc present ideas orally and pictorally	

	words introduced into familiar material, including using a dictionary; describe places, things orally and in writing; understand basic grammar and masculine, feminine, plural; adapt knowledge to create new sentences					
Computing	We are game developers - To be able to create original artwork and sound for a game - To design and create a computer program for a computer game, which uses sequence, selection, repetition and variables - To be able to detect and correct errors in their games - To use iterative development techniques.	We are Cryptographers • to be familiar with semaphore and Morse code ● to understand the need for private information to be encrypted ● to encrypt and decrypt messages in simple ciphers ● to appreciate the need to use complex passwords and to keep them secure ● to have some understanding of how encryption works on the Internet	We are architects ● to be able to understand the work of architects, designers and engineers working in 3-D ● to develop familiarity with a simple CAD tool ● to develop spatial awareness by exploring and experimenting with a 3-D virtual environment ● to develop greater aesthetic awareness.	We are Web developers: • to be able to know the name and function of components making up the school's network • to know how information is passed between the components • to know what a source code for a web page looks like • to know how a website can be structured • to know how to add content to a web page	We are adventure gamers ● to know how to plan a non-linear presentation ● to create text as part of a presentation ● to add and edit images in a presentation ● to use hyperlinks for navigation between the slides of a presentation ● to record and add audio narration to a presentation ● to use commenting tools to give feedback on a presentation.	We are VR designers *to explore real-world and imagined locations in VR ●to create 360° photosphere images ● to link physical objects to digital content using QR codes ● to create their own VR scene ● to be able to program objects and interactions in VR.
Music *EXS *GDS	**Not taught this term**	**Livin' On A Prayer (Rock Music)** Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to. Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. Most children can complete the Bronze and Silver Challenges during musical activities.	**Not taught this term**	**Classroom Jazz (Bossa Nova/Swing Music)** Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to. Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. Identify instruments/voices: Piano, bass, drums, glockenspiel. The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B.	**Not taught this term**	**The Fresh Prince Of Bel Air (Old-School Hip-Hop Music)** Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to. Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.

		Some will complete the Gold if working at greater depth during musical activities. Match the rhythm and pitch, copy back and Question and Answer using the note G. Match the rhythm and pitch, copy back and Question and Answer using the notes G + A and reading notes. Match the rhythm and pitch, copy back and Question and Answer using the notes G, A + B and reading notes. Singing in unison. Play instrumental parts accurately and in time as part of the performance. Use notes G, A + B to play instrumental parts accurately and in time, as part of the performance by ear and from notation. Use notes D, E, F sharp + G to play instrumental parts accurately and in time, as part of the performance by ear and from notation. Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better? Improvise in the lessons and as part of the performance. Use the note G when improvising. Most will use the notes G + A when improvising. Some will use G, A + B when improvising.		Improvise in a swing style using the notes D + E. Improvise in a swing style using the notes D, E + G. Improvise in a swing style using the notes D, E, G, A + B. Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?		Match the rhythm and pitch, copy back and Question and Answer using the note D. Match the rhythm and pitch, copy back and Question and Answer using the notes D + E and reading notes. Match the rhythm and pitch, copy back and Question and Answer using the notes D, E + F and reading notes. Singing/rapping. Play instrumental parts accurately and in time as part of the performance. Use notes D + A to play instrumental parts accurately and in time, as part of the performance by ear and from notation. Use notes G + A to play instrumental parts accurately and in time, as part of the performance by ear and from notation. Use notes C, D, E, F G + A to play instrumental parts accurately and in time, as part of the performance by ear and from notation. Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better? Improvise in the lessons and as part of the performance. Use the note D when improvising. Most will use the notes D + E when improvising. Some will use D, E + F when improvising. Compose a melody using simple rhythms and use as part of the performance.

		Compose a melody using simple rhythms and use as part of the performance. Use the notes G, A + B when composing. Use the notes G, A, B, D + E (pentatonic scale) when composing.				Use the notes D, E + F when composing. Use the notes D, E, F, G + A (pentatonic scale) when composing.