

YEAR 5 TOPIC OVERVIEW 2014 – 2015

	<u>TERM 1</u>	<u>TERM 2</u>	<u>TERM 3</u>	<u>TERM 4</u>	<u>TERM 5</u>	<u>TERM 6</u>
<u>SCIENCE</u>	Properties of materials	Separating materials	Solar system	Solar system	Circulation	Life cycles
<u>HISTORY</u>	Ancient Egypt	---	---	---	Anglo-Saxons	Anglo-Saxons (local case study)
<u>GEOGRAPHY</u>	---	Maps and mapping	Rivers and coasts	The Arctic Circle	---	---
<u>COMPUTING</u>	E-Safety	Spreadsheets	Databases	Sensors	Graphic Artist	Scratch
<u>ART</u>	Containers (canopic jars)	---	Landscapes	---	Talking textiles	---
<u>D&T</u>	---	Food technology - Biscuits	---	Sewing	---	CAMs – Moving toys
<u>MUSIC</u>	BBC's Ten Pieces – exploring and responding creatively to pieces of classical music					
<u>P.E.</u>	Ball handling games (Netball) Gymnastics	Dance Gymnastics	Swimming Dance	Swimming Striking and fielding games (Cricket/Rounders)	Swimming Athletics	Forest Skills Athletics
<u>R.E.</u>	Hinduism	Christmas Today	Islam	Islam	The Bible	Religion and the environment
<u>P.S.H.E.</u>	New Beginnings	Getting on and falling out	Going for Goals	Say no to bullying	Good to be me	Changes RSE
<u>SPANISH</u>	All About Me	Telling the time	School	Weather	Animals	Summary/Recap

TERM 1	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	KEY SKILLS
	<p>Science Properties of Materials</p>	<ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<ul style="list-style-type: none"> • I can ask questions and think of ways to answer them. • I can use my observations and knowledge to explain the answers to questions. • I can think of questions to investigate. • I can say which evidence agrees or disagrees with answers to questions.
	<p>History Ancient Egypt</p>	<ul style="list-style-type: none"> ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> • Place events, people, column and changes into correct periods of time • Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade • Describe characteristic features of past societies and periods • Recognise that the past is represented in different ways • Show some understanding that aspects of the past have been represented and interpreted in different ways • Begin to select and combine information from different sources • Begin to produce structured work, making appropriate use of dates and terms • Communicate knowledge and understanding of history in a variety of ways
	<p>Computing e-safety</p>	<ul style="list-style-type: none"> ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> ▪ Internet safety ▪ Chat room safety ▪ E-Mail safety ▪ Instant Messaging safety

		<ul style="list-style-type: none"> ▪ On-line forum safety ▪ SMS texting safety
Art Containers (Canopic Jars)	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> ▪ I can use appropriate vocab to describe patterns ▪ I can design patterns for a variety of needs; decoration, story or to decorate a script ▪ I can work from others artistic painting or sculptures that show texture ▪ I can explore how to create shiny, wet, furry textures ▪ I can refine my colour mixing skills and how paint is applied
Music BBC's Ten Pieces	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<ul style="list-style-type: none"> ▪ Perform by ear and from simple notations ▪ Perform, maintaining their own part and awareness of how different parts fit together to achieve an overall effect ▪ Improvise melodic and rhythmic phrases as part of a group ▪ Recognise that music reflects different intentions ▪ Compose by developing ideas within musical structures ▪ Suggest improvements to their own & others work ▪ Describe, compare and evaluate different kinds of music using appropriate vocabulary. ▪ Identify the relationship between sounds and how music reflects different intentions
P.E. Ball-handling games	<ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> ▪ Use a small range of sending, receiving and travelling techniques in games, with varied control ▪ Develop tactics and know the difference between attacking and defending skills, using them with accuracy, confidence and control

			<ul style="list-style-type: none"> ▪ Choose a position, understanding the skills and rules needed to compete in the game ▪ With help, devise warm up and cool down activities and justify their choices
	<u>P.E.</u> Gymnastics	<ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> ▪ Perform combinations of gymnastic actions with different levels, speeds and direction ▪ Perform actions, shapes and balances with good body tension and extension ▪ Repeat a longer, more difficult sequence accurately emphasising extension, body shape and changes in direction, alone, with a partner or a small group ▪ Devise their own warm up routine and understand how their muscles work ▪ Evaluate a sequence and suggest improvements to speed, direction and level
	<u>R.E.</u> Hinduism		<ul style="list-style-type: none"> ▪ Explain the key beliefs, teachings, practices of religion(s) studied ▪ Look for similarities and differences between religions and suggest questions they would like to ask ▪ Explain how a believer's faith is important to her/him ▪ Explain a range of meanings given by believers to religious stories, symbols and practices ▪ Discuss situations where people (including key figures from religions) have made decisions about how to live their life ▪ Recognise the values that others hold and that these may be different from their own ▪ Talk about the reasons why particular things are held to be right or wrong
	<u>Spanish</u> All About Me	<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	<ul style="list-style-type: none"> ▪ Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts ▪ Prepare a short presentation on a familiar topic

	<ul style="list-style-type: none"> ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> ▪ Make simple sentences and short texts ▪ Write words, phrases and short sentences, using a reference
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TERM 2	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	KEY SKILLS
	Science Separating Materials	<ul style="list-style-type: none"> ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ 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 	<ul style="list-style-type: none"> ▪ I can say what I will keep the same. ▪ I can say what I will measure. ▪ I can say what I will change. ▪ I can choose the appropriate variables. ▪ I can make predictions and give reasons to support them.
	Geography Maps and Mapping	<ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including 	<ul style="list-style-type: none"> ▪ Collect and record evidence ▪ Communicate in appropriate ways ▪ To use appropriate geographical vocabulary ▪ To use appropriate field work techniques and instruments

		<p>sketch maps, plans and graphs, and digital technologies.</p>	<ul style="list-style-type: none"> ▪ To use atlas's and globes and maps and plans at a range of scales ▪ Investigate and use an increasing range of primary and secondary sources of information ▪ Draw plans and maps at a range of scales
	Computing Spreadsheets	<ul style="list-style-type: none"> ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> ▪ I can open a preprepared spreadsheet. ▪ I can enter data into the cells and add text labels to the preprepared spreadsheet. ▪ I can enter formulae to add, subtract, multiply and divide the contents of two cells ▪ I can use "sum" to calculate the total of a set of numbers. ▪ I can explain what a spreadsheet is and what it can be used for.
	D&T Biscuits	<ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand and apply the principles of a healthy and varied diet 	<ul style="list-style-type: none"> ▪ Generate ideas by collecting and using information from a number of sources, including ICT sources ▪ Take users' views into account ▪ Plan what they have to do, suggesting a sequence of actions and alternatives if needed ▪ Communicate design ideas in different ways as these develop, & consider the purpose for which the product is intended ▪ Reflect on the progress of their work, identify the ways in which they can improve their product.
	Music BBC's Ten Pieces	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter- 	<ul style="list-style-type: none"> ▪ Perform by ear and from simple notations ▪ Perform, maintaining their own part and awareness of how different

		<p>related dimensions of music</p> <ul style="list-style-type: none"> ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<p>parts fit together to achieve an overall effect</p> <ul style="list-style-type: none"> ▪ Improvise melodic and rhythmic phrases as part of a group ▪ Recognise that music reflects different intentions ▪ Compose by developing ideas within musical structures ▪ Suggest improvements to their own & others work ▪ Describe, compare and evaluate different kinds of music using appropriate vocabulary. ▪ Identify the relationship between sounds and how music reflects different intentions
	P.E. Dance	<ul style="list-style-type: none"> ▪ perform dances using a range of movement patterns 	<ul style="list-style-type: none"> ▪ Create dance phrases using a directed style ▪ Join dance phrases and motifs to create longer dances ▪ Sketch and tone their bodies to prepare for dance ▪ Evaluate their own and others' dances and suggest ways to develop technique and composition ▪ Express themselves by creating and performing dances in a range of styles working with partners or groups ▪ Perform different styles of dance clearly and fluently ▪ Understand styles of dance ▪ Suggest, implement and refine improvements to their own and others' work
	P.E. Gymnastics	<ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> ▪ Perform combinations of gymnastic actions with different levels, speeds and direction ▪ Perform actions, shapes and balances with good body tension and extension ▪ Repeat a longer, more difficult sequence accurately emphasising extension,

			<p>body shape and changes in direction, alone, with a partner or a small group</p> <ul style="list-style-type: none"> ▪ Devise their own warm up routine and understand how their muscles work ▪ Evaluate a sequence and suggest improvements to speed, direction and level
	<p><u>R.E.</u> Christmas Today</p>		<ul style="list-style-type: none"> ▪ Explain the key beliefs, teachings, practices of religion(s) studied ▪ Look for similarities and differences between religions and suggest questions they would like to ask ▪ Explain how a believer's faith is important to her/him ▪ Explain a range of meanings given by believers to religious stories, symbols and practices ▪ Discuss situations where people (including key figures from religions) have made decisions about how to live their life ▪ Recognise the values that others hold and that these may be different from their own ▪ Talk about the reasons why particular things are held to be right or wrong
	<p><u>Spanish</u> Telling the time</p>	<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> ▪ Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts ▪ Listen attentively and understand more complex phrases and sentences ▪ Make simple sentences and short texts ▪ Write words, phrases and short sentences, using a reference ▪ Look at further aspects of their everyday lives from the perspective of someone from another country

TERM 3	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	KEY SKILLS
	<p>Science Solar system</p>	<ul style="list-style-type: none"> ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> ▪ I can choose useful equipment to help me find things out and begin to explain why I chose it. ▪ I can write my method. ▪ I can use equipment correctly and safely. ▪ I can say when there is a risk to myself or others in the investigation. ▪ I can make accurate and relevant observations and measurements. ▪ I can identify the range and intervals of my data. ▪ I can choose how to show my observations and measurements.
	<p>Geography Rivers and Coasts</p>	<ul style="list-style-type: none"> ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ physical geography, including... rivers 	<ul style="list-style-type: none"> ▪ Ask suitable geographical questions ▪ Collect and record evidence ▪ Recognise and describe physical and human processes ▪ To use appropriate geographical vocabulary ▪ To use appropriate field work techniques and instruments ▪ To use atlases and globes and maps and plans at a range of scales ▪ Decision making skills
	<p>Computing Databases</p>	<ul style="list-style-type: none"> ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> ▪ I can open my database program, retrieve some data and create three types of graph. ▪ I can label the axis of my graphs and give them titles. ▪ I can drop my graphs into a word processing document (if possible). ▪ I can type some text next to my graphs in the word processing document to explain them

			<ul style="list-style-type: none"> I can save my work and close the program.
	<p>Art Landscapes</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<ul style="list-style-type: none"> I can produce a range of textural effects by drawing and painting I can use line to create an abstract piece of work I can look at artist work describing the line and the effect I can draw from observation using line to create texture and form. I can refine my colour mixing skills and how paint is applied I can show understanding of secondary, tertiary, warm, cold, shades and tints. I can talk about how and why artists use paint and colour I can create a sense of space using light tones for the background and increasing dark tones for the foreground I can look at negative shapes in artist work (the shape between the objects) I can work from natural forms to produce personal work I can look at photographs and how they show space-looking at objects from different angles
	<p>Music BBC's Ten Pieces</p>	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 	<ul style="list-style-type: none"> Perform by ear and from simple notations Perform, maintaining their own part and awareness of how different parts fit together to achieve an overall effect Improvise melodic and rhythmic phrases as part of a group Recognise that music reflects different intentions Compose by developing ideas within musical structures

		<ul style="list-style-type: none"> ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<ul style="list-style-type: none"> ▪ Suggest improvements to their own & others work ▪ Describe, compare and evaluate different kinds of music using appropriate vocabulary. ▪ Identify the relationship between sounds and how music reflects different intentions
	<u>P.E.</u> Dance	<ul style="list-style-type: none"> ▪ perform dances using a range of movement patterns 	<ul style="list-style-type: none"> ▪ Create dance phrases using a directed style ▪ Join dance phrases and motifs to create longer dances ▪ Sketch and tone their bodies to prepare for dance ▪ Evaluate their own and others' dances and suggest ways to develop technique and composition ▪ Express themselves by creating and performing dances in a range of styles working with partners or groups ▪ Perform different styles of dance clearly and fluently ▪ Understand styles of dance ▪ Suggest, implement and refine improvements to their own and others' work
	<u>P.E.</u> Swimming	<ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> ▪
	<u>R.E.</u> Islam		<ul style="list-style-type: none"> ▪ Explain the key beliefs, teachings, practices of religion(s) studied ▪ Look for similarities and differences between religions and suggest questions they would like to ask

			<ul style="list-style-type: none"> ▪ Explain how a believer's faith is important to her/him ▪ Explain a range of meanings given by believers to religious stories, symbols and practices ▪ Discuss situations where people (including key figures from religions) have made decisions about how to live their life ▪ Recognise the values that others hold and that these may be different from their own ▪ Talk about the reasons why particular things are held to be right or wrong
	<p>Spanish School</p>	<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> ▪ Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts ▪ Understand and express simple opinions ▪ Listen attentively and understand more complex phrases and sentences ▪ Prepare a short presentation on a familiar topic ▪ Re-read frequently a variety of short texts ▪ Make simple sentences and short texts ▪ Write words, phrases and short sentences, using a reference ▪ Look at further aspects of their everyday lives from the perspective of someone from another country ▪ Recognise similarities and differences between places ▪ Compare symbols, objects or products which represent their own culture with those of another country

TERM 4	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	KEY SKILLS
	Science Solar system	<ul style="list-style-type: none"> ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> ▪ I can choose useful equipment to help me find things out and begin to explain why I chose it. ▪ I can write my method. ▪ I can use equipment correctly and safely. ▪ I can say when there is a risk to myself or others in the investigation. ▪ I can make accurate and relevant observations and measurements. ▪ I can identify the range and intervals of my data. ▪ I can choose how to show my observations and measurements.
	Geography The Arctic Circle	<ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> ▪ Ask suitable geographical questions ▪ Collect and record evidence ▪ Recognise and describe physical and human processes ▪ To use appropriate geographical vocabulary ▪ To use appropriate field work techniques and instruments ▪ To use atlases and globes and maps and plans at a range of scales ▪ Decision making skills
	Computing Sensors	<ul style="list-style-type: none"> ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	

<p>D&T Sewing</p>	<ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world ▪ 	<ul style="list-style-type: none"> ▪ Generate ideas by collecting and using information from a number of sources, including ICT sources ▪ Take users' views into account ▪ Plan what they have to do, suggesting a sequence of actions and alternatives if needed ▪ Communicate design ideas in different ways as these develop, & consider the purpose for which the product is intended ▪ Select appropriate tools and techniques ▪ Suggest alternative ways of making their products ▪ Explore the qualities of materials and how to use material & processes ▪ Measure, mark, cut-out & shape a range of materials & assemble, join & combine components and materials accurately ▪ Reflect on the progress of their work, identify the ways in which they can improve their product. ▪ Carry out appropriate tests before making any improvements.
<p>Music BBC's Ten Pieces</p>	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> ▪ Perform by ear and from simple notations ▪ Perform, maintaining their own part and awareness of how different parts fit together to achieve an overall effect ▪ Improvise melodic and rhythmic phrases as part of a group ▪ Recognise that music reflects different intentions ▪ Compose by developing ideas within musical structures ▪ Suggest improvements to their own & others work ▪ Describe, compare and evaluate different kinds of music using

		<ul style="list-style-type: none"> develop an understanding of the history of music. 	<p>appropriate vocabulary.</p> <ul style="list-style-type: none"> Identify the relationship between sounds and how music reflects different intentions
	P.E. Striking and Fielding	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Use a small range of sending, receiving and travelling techniques in games, with varied control Develop tactics and know the difference between attacking and defending skills, using them with accuracy, confidence and control Choose a position, understanding the skills and rules needed to compete in the game With help, devise warm up and cool down activities and justify their choices
	P.E. Swimming	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	
	P.E. Outdoor and Adventurous Activities (Dean Field Residential Visit)	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> Work cooperatively to put strategies and solutions into action Identify how their bodies work in the different challenges Conserve their efforts and keep their concentration during tasks Identify what they do well as individuals & as a group
	R.E. Islam		<ul style="list-style-type: none"> Explain the key beliefs, teachings, practices of religion(s) studied Look for similarities and differences between religions and suggest questions they would like to ask Explain how a believer's faith is important to her/him Explain a range of meanings given by believers to religious stories,

			<p>symbols and practices</p> <ul style="list-style-type: none"> ▪ Discuss situations where people (including key figures from religions) have made decisions about how to live their life ▪ Recognise the values that others hold and that these may be different from their own ▪ Talk about the reasons why particular things are held to be right or wrong
	<p>Spanish Weather</p>	<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> ▪ Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts ▪ Understand and express simple opinions ▪ Listen attentively and understand more complex phrases and sentences ▪ Prepare a short presentation on a familiar topic ▪ Re-read frequently a variety of short texts ▪ Make simple sentences and short texts ▪ Write words, phrases and short sentences, using a reference ▪ Look at further aspects of their everyday lives from the perspective of someone from another country ▪ Recognise similarities and differences between places ▪ Compare symbols, objects or products which represent their own culture with those of another country

TERM 5	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	KEY SKILLS
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<p>Science Circulation</p>	<ul style="list-style-type: none"> ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ 	<ul style="list-style-type: none"> ▪ I can suggest ways to improve my method and give reasons for these suggestions. ▪ I can find patterns in my observations and measurements and use these in my conclusions. ▪ I can explain what was happening in my investigations.
<p>History The Anglo-Saxons</p>	<ul style="list-style-type: none"> ▪ Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> ▪ Place events, people, column and changes into correct periods of time ▪ Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade ▪ Describe characteristic features of past societies and periods ▪ Recognise that the past is represented in different ways ▪ Show some understanding that aspects of the past have been represented and interpreted in different ways

			<ul style="list-style-type: none"> ▪ Begin to select and combine information from different sources ▪ Begin to produce structured work, making appropriate use of dates and terms ▪ Communicate their knowledge and understanding of history in a variety of ways
	Computing Graphic Artist	<ul style="list-style-type: none"> ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> ▪ I can use a graphics package to change a digital photograph. ▪ I can explain the software tools I used to change the image. ▪ I can create a series of linked images to a topic e.g. space adventure or my hobby. ▪ I can write text about my linked images in word and add my pictures. ▪ I can use at least five different tools to change an image
	Art Talking Textiles	<ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> ▪
	Music BBC's Ten Pieces	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<ul style="list-style-type: none"> ▪ Perform by ear and from simple notations ▪ Perform, maintaining their own part and awareness of how different parts fit together to achieve an overall effect ▪ Improvise melodic and rhythmic phrases as part of a group ▪ Recognise that music reflects different intentions ▪ Compose by developing ideas within musical structures ▪ Suggest improvements to their own & others work ▪ Describe, compare and evaluate different kinds of music using appropriate vocabulary. ▪ Identify the relationship between sounds and how music reflects different intentions

<p><u>P.E.</u> Athletics</p>	<ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> ▪ Understand and demonstrate the differences between sprinting and distance running ▪ Show control in take-off activities ▪ Demonstrate a range of throwing actions using modified equipment with some accuracy and control ▪ Organise and manage an event well ▪ Predict how different activities will affect heart rate, temperature and performance ▪ Watch partner's performance and identify strengths
<p><u>P.E.</u> Swimming</p>	<ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. 	
<p><u>R.E.</u> The Bible</p>		<ul style="list-style-type: none"> ▪ Explain the key beliefs, teachings, practices of religion(s) studied ▪ Look for similarities and differences between religions and suggest questions they would like to ask ▪ Explain how a believer's faith is important to her/him ▪ Explain a range of meanings given by believers to religious stories, symbols and practices ▪ Discuss situations where people (including key figures from religions) have made decisions about how to live their life ▪ Recognise the values that others hold and that these may be different from their own ▪ Talk about the reasons why particular things are held to be right or wrong

	<p>Spanish Animals</p>	<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> ▪
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TERM 6	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	KEY SKILLS
	<p>Science Life Cycles</p>	<ul style="list-style-type: none"> ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none"> ▪ I can think of ways Science is used every day. ▪ I can explain how people use Science in their jobs. ▪ I can explain the advantages and disadvantages of Science

	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age. 	
History The Anglo-Saxons – local case study	<ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above (Britain's settlement by Anglo-Saxons and Scots) 	<ul style="list-style-type: none"> Place events, people, column and changes into correct periods of time Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade Describe characteristic features of past societies and periods Recognise that the past is represented in different ways Show some understanding that aspects of the past have been represented and interpreted in different ways Begin to select and combine information from different sources Begin to produce structured work, making appropriate use of dates and terms Communicate their knowledge and understanding of history in a variety of ways
Computing Scratch	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> I can import a sprite into my game. I can program selected keys to control sprites in my game. I can program a sprite to react when it touches another sprite or colour. I can change the appearance of my game using a background. I can show my game in presentation mode. I can successfully test-play my game and share it with a friend.
D&T CAMs – Moving Toys	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 	<ul style="list-style-type: none"> Generate ideas by collecting and using information from a number of sources, including ICT sources Plan what they have to do, suggesting a sequence of actions and

		<ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>alternatives if needed</p> <ul style="list-style-type: none"> ▪ Communicate design ideas in different ways as these develop, & consider the purpose for which the product is intended ▪ Select appropriate tools and techniques ▪ Suggest alternative ways of making their products ▪ Explore the qualities of materials and how to use material & processes ▪ Measure, mark, cut-out & shape a range of materials & assemble, join & combine components and materials accurately ▪ Use appropriate finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including I.C.T. ▪ Reflect on the progress of their work, identify the ways in which they can improve their product. ▪ Carry out appropriate tests before making any improvements.
	<p>Music BBC's Ten Pieces</p>	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<ul style="list-style-type: none"> ▪ Perform by ear and from simple notations ▪ Perform, maintaining their own part and awareness of how different parts fit together to achieve an overall effect ▪ Improvise melodic and rhythmic phrases as part of a group ▪ Recognise that music reflects different intentions ▪ Compose by developing ideas within musical structures ▪ Suggest improvements to their own & others work ▪ Describe, compare and evaluate different kinds of music using appropriate vocabulary. ▪ Identify the relationship between sounds and how music reflects

			different intentions
<u>P.E.</u> Athletics	<ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> ▪ Understand and demonstrate the differences between sprinting and distance running ▪ Show control in take off activities ▪ Demonstrate a range of throwing actions using modified equipment with some accuracy and control ▪ Organise and manage an event well ▪ Predict how different activities will affect heart rate, temperature and performance ▪ Watch partner's performance and identify strengths 	
<u>P.E.</u> Forest Skills	<ul style="list-style-type: none"> ▪ take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> ▪ 	
<u>R.E.</u> Religion and the environment		<ul style="list-style-type: none"> ▪ Explain the key beliefs, teachings, practices of religion(s) studied ▪ Look for similarities and differences between religions and suggest questions they would like to ask ▪ Explain how a believer's faith is important to her/him ▪ Explain a range of meanings given by believers to religious stories, symbols and practices ▪ Discuss situations where people (including key figures from religions) have made decisions about how to live their life ▪ Recognise the values that others hold and that these may be different from their own ▪ Talk about the reasons why particular things are held to be right or wrong 	
<u>Spanish</u>	<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by 	<ul style="list-style-type: none"> ▪ Prepare and practice a simple conversation, re-using familiar 	

		<p>joining in and responding</p> <ul style="list-style-type: none"> ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing 	<p>vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> ▪ Understand and express simple opinions ▪ Listen attentively and understand more complex phrases and sentences ▪ Prepare a short presentation on a familiar topic ▪ Re-read frequently a variety of short texts ▪ Make simple sentences and short texts ▪ Write words, phrases and short sentences, using a reference ▪ Look at further aspects of their everyday lives from the perspective of someone from another country ▪ Recognise similarities and differences between places ▪ Compare symbols, objects or products which represent their own culture with those of another country
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