

Subject	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme (Q) How has WWII shaped Britain today?	Theme (Q) Early Islamic Civilisation	Theme (Q) Catalonia Region – Barcelona SATS PREP		Theme (Q)	Theme (Q) Ancient Greece
	Hook – Mock Air Raid? Theatre trip? WWII trip?	Hook – Cooking with Prags?	Hook – Spanish Day?		Hook	Hook – Greek Day?
	Class Read - Goodnight Mr Tom	Class Read	Class Read	Class Read	Class Read	Class Read
Guided Reading Books	Letters from the lighthouse Non-fiction - WWII		The Explorer	SATS Reading Comprehension Short book if needed		Wonder Non-fiction – Ancient Greece
Geography			<p align="center"><u>Catalonia Region – Barcelona</u></p> <p>E-Safety</p> <p>Using latitude and longitude, identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Locate the world's countries, using maps (including the location of Russia) concentrating on their environmental regions</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (including Russia)</p> <p>Describe and understand key aspects of: Physical geography, including: comparing climate zones, biomes and vegetation belts</p> <p>Human geography, including: types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping</p>			

				to locate countries and describe features studied. Use models and maps to discuss land shape i.e. contours and slopes. Use 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 Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.								
Christian Values												
British Values				Democracy Law Respect Liberty								
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	<p><u>WWII – The Battle of Britain</u></p> <p>E-Safety</p> <p>What were the reasons for the Second World War? Why was Britain involved in both wars? What impact did the two wars have on life in Britain - then and now? How was propaganda used to incite hatred? What are the lessons for us today?</p> <p>Use dates and a wide</p>		<p><u>Early Islamic Civilisation (Including a study of Baghdad AD 900)</u></p> <p>E-Safety</p> <p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Describe key aspects of a</p>							<p><u>Ancient Greece</u></p> <p>E-Safety</p> <p>What legacies have the Ancient Greeks left for us? A study of Greek life, achievements and influence on Western World</p> <p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the</p>		

	<p>range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</p> <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Choose the most</p>	<p>non-European society such as the early Islamic civilization</p> <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate way of communicating different historical findings</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Describe the impact of historical events and changes</p>				<p>events and periods of time studied.</p> <p>Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world.</p> <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate way of communicating different historical findings</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give some reasons for contrasting arguments and</p>
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	<p>appropriate way of communicating different historical findings</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Describe the impact of historical events and changes</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> <p><u>Geography Skills</u> <u>Included:</u></p> <p>Identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns within the United Kingdom; and understand how some of these aspects have changed over time</p> <p>Develop their views and attitudes to critically</p>	<p>Recognise that some events, people and changes are judged as more significant than others.</p> <p><u>Geography Skills</u> <u>Included:</u></p> <p>Locate the world's countries, using maps (including the location of Russia) concentrating on their environmental regions</p> <p>Using latitude and longitude, identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human geography, including: types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>				<p>interpretations of the past.</p> <p>Describe the impact of historical events and changes</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> <p><u>Geography Skills</u> <u>Included:</u></p> <p>Using latitude and longitude, identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human geography, including: types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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	<p>evaluate responses to local geographical issues or events in the news</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>									
Christian Values	<p>Showing Compassion</p> <p>Self-Control</p> <p>Achieving and Persevering</p> <p>Acceptance</p> <p>Forgiveness</p> <p>Being peaceful and calm</p>	<p>Acceptance</p> <p>Showing Compassion</p>								Acceptance
British Values	<p>Democracy</p> <p>Respect</p> <p>Law</p> <p>Liberty</p> <p>Responsibility</p>	<p>Respect</p> <p>Law</p> <p>Democracy</p> <p>Tolerance</p> <p>Liberty</p>								<p>Respect</p> <p>Law</p> <p>Democracy</p> <p>Liberty</p>
History Assessment	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>	<p>GD</p> <p>Below</p>
Science	<p><u>Light</u></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light</p>	<p><u>Animals Including Humans</u></p> <p>E-Safety</p> <p>Identify and name the main parts of the human</p>				<p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in</p>	<p><u>Inheritance and Evolution</u></p> <p>E-Safety</p> <p>Recognise that living things have changed over</p>	<p><u>Living things and their habitats</u></p> <p>E-Safety</p> <p>Describe how living things are classified into broad</p>		

<p>travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><u>Vocab:</u> Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays</p> <p><u>Skills:</u></p> <p><u>Observation:</u> Deciding [observe/explore] where to place rear-view mirrors on cars.</p> <p>Investigating the relationship between light sources, objects and shadows by using shadow puppets extend their experience of [explore and observe] light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in</p>	<p>circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including</p> <p><u>If year 5's from mixed class begin by covering -</u> Describe the changes as humans develop to old age.</p> <p><u>Vocab:</u> Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle</p> <p><u>Skills:</u></p> <p><u>Using scientific evidence to support findings:</u> Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>			<p>the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Vocab:</u> Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage Children do not need to understand what voltage is, but will use volts and voltage to describe different batteries. The words "cells" and "batteries" are now used interchangeably.</p> <p><u>Skills:</u></p> <p><u>Practical enquiries, comparative and fair tests:</u> Systematically identifying the effect of changing one [thing] component at a time in a circuit.</p> <p><u>Using scientific evidence to support findings:</u> Designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>	<p>time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Vocab:</u> Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils</p> <p><u>Skills:</u></p> <p><u>Questioning:</u> Observing and raising questions about animals and how they are adapted to the environment.</p> <p><u>Observation:</u> Observing and raising questions about local animals and how they are adapted to the environment.</p> <p><u>Identifying and Classifying:</u> Comparing how some living things are adapted</p>	<p>groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>If year 5 from mixed class also cover -</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><u>Vocab:</u> Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering</p> <p><u>Skills:</u></p> <p><u>Questioning:</u> Researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p><u>Observation:</u> <u>Identifying and Classifying:</u> Using classification systems and keys to</p>
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	<p>water and coloured filters (they do not need to explain why these phenomena occur).</p> <p><u>Practical enquiries, comparative and fair tests:</u> Investigating the relationship between light sources, objects and shadows by using shadow puppets extend their experience of [explore and observe] light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p> <p><u>Recording and Presenting Data:</u> Designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p>							<p>to survive in extreme conditions, for example cactuses, penguins & camels.</p> <p><u>Using scientific evidence to support findings:</u> Analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p><u>Recording and Presenting Data:</u> Comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins & camels.</p>	<p>identify some animals and plants in the immediate environment.</p> <p><u>Recording and Presenting Data:</u> Using classification systems and keys to identify some animals and plants in the immediate environment.</p>			
Christian Values	Persevering		Showing Compassion			Self-Control		Acceptance Showing Compassion		Self-Control Showing Compassion Being Peaceful and Calm		
British Values			Respect Responsibility					Respect		Respect Responsibility		
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	6.1 = <u>Life as a journey & pilgrimage</u> (10hrs 6+4)		6.2 = <u>How do Christians prepare for Christmas?</u> (5hrs)		6.3A = <u>Why is the Exodus such a significant event in Jewish and Christian history</u> (6hrs)		6.7 = <u>People of faith</u> (6hrs)		6.5 = <u>Ascension and Pentecost</u> (4 hrs)		6.6 = <u>Ideas about God</u> (6hrs)	

<p>Computing</p> <p>E-Safety across each unit</p> <p><u>Digital research using a range of search engines and Boolean and relational search terms (across the year)</u></p>	<p><u>Create content using a range of programmes to combine content – link to English Non-Chronological Report/WWII</u></p> <p>Independently select, use and combine a wide range of software on a variety of devices.</p> <p>Design and create a range of digital assets such as programs, systems and multimedia content for a defined purpose and audience.</p> <p>Use advanced searches including the use of operators.</p> <p>Create spreadsheet models to investigate real life problems, using their knowledge to make predictions.</p> <p>Know how search engines work and what 'ranking' is when related to search engines.</p> <p>Understand the difference between the internet and internet services.</p> <p><u>Vocab:</u></p> <p>Information Technology production, audio and video segments, timeline,</p>	<p><u>Programming - scratch to create games which control external devices</u></p> <p>Design and create more complex programs using sequence, repetition, selection and variables appropriately.</p> <p>Develop their computational thinking can demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs.</p> <p>Be confident in their knowledge of inputs and outputs and plan and write programs to solve tasks to control external devices such as sensors and motors.</p> <p>Know how different computer networks work, including the roles of the components and the opportunities and benefits that they offer for communication and collaboration.</p> <p><u>Vocab:</u></p> <p>script, gradient, animate, animation, iteration, transition</p>	<p><u>Networks using CS Unplugged, Sorting Networks, ages 8-10, lesson 1 and 2</u></p> <p>Design and create more complex programs using sequence, repetition, selection and variables appropriately.</p> <p>Develop their computational thinking can demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs.</p> <p>Be confident in their knowledge of inputs and outputs and plan and write programs to solve tasks to control external devices such as sensors and motors.</p> <p>Know how different computer networks work, including the roles of the components and the opportunities and benefits that they offer for communication and collaboration.</p> <p><u>Vocab:</u></p> <p>script, gradient, animate, animation, iteration, transition</p>	<p><u>Online safety - using ThinkUknow.co.uk Band Runner</u></p> <p>Be competent users of technology using it safely, respectfully and responsibly and know about digital footprints and 'strong' passwords.</p> <p>Demonstrate that they can identify the risks involved with content and contact and they know a wide range of ways of reporting any concerns they have.</p> <p>Understand what acceptable and unacceptable online behaviour is.</p> <p>Use strategies to verify and evaluate the reliability and accuracy of information on the internet and understand what copyright and plagiarism is and how it relates to their work.</p> <p><u>Vocab:</u></p> <p>communication, environment, sources, validity, data, viewpoints, collaborate, implausible, copyright, authority, sponsored link advertising, publish spam, fake news, citation/cite</p>	<p><u>Programming - crumble</u></p> <p>Design and create more complex programs using sequence, repetition, selection and variables appropriately.</p> <p>Develop their computational thinking can demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs.</p> <p>Be confident in their knowledge of inputs and outputs and plan and write programs to solve tasks to control external devices such as sensors and motors.</p> <p>Know how different computer networks work, including the roles of the components and the opportunities and benefits that they offer for communication and collaboration.</p> <p><u>Vocab:</u></p> <p>script, gradient, animate, animation, iteration, transition</p>
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	transitions, publish, convert, hyperlink, non-linear											
Christian Values	Lovely Manners		Achieving and Persevering Lovely Manners				Lovely Manners Acceptance Being Honest Self-Control Showing Compassion Being peaceful and calm			Achieving and Persevering Lovely Manners		
British Values	Responsibility Respect		Tolerance Responsibility Respect		Tolerance Responsibility Respect		Liberty Responsibility Respect			Tolerance Responsibility Respect		
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT										<p align="center"><u>Fairground Rides – Structures</u></p> <p>Generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams, and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Understand how key events and individuals in design and technology have helped shape the world (research an architect)</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		

									Apply their understanding of how to strengthen, stiffen and reinforce more complex structures					
									<u>Vocab:</u>					
									Stiffen, Reinforce, Stabilise, Frame, structure, Shape vocabulary (maths), Apex, base, face, edge, Vertices, Vertical, Perpendicular, Right angles, Triangular, Names of materials, Names of tools used					
Christian Values													Achieving and Persevering Self-Control	
British Values													Responsibility	
DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design	<p align="center"><u>Digital Media/Perspective and composition – War Silhouette Art</u></p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Compare ideas, methods and approaches in their own</p>		<p align="center"><u>Batik – Printing and Textiles</u></p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Compare ideas, methods and approaches in their own</p>		<p align="center"><u>Gaudi – 3D</u></p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Compare ideas, methods and approaches in their own</p>									

	<p>exploded views)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Show an awareness of how paintings are created i.e. Composition.</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas.</p> <p>Add collage to a painted, printed or drawn background</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Be able to identify and work with complementary and contrasting colours.</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p>			
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	<p><u>Vocab</u> <u>Drawing</u> Composition, scale and proportion, foreground, middle ground, background perspective.</p> <p><u>Digital media</u> Digital layering</p> <p><u>Painting</u> Preliminary study, atmosphere, light effects.</p> <p><u>Printing</u> Relief or impress.</p> <p><u>Textiles</u> Grades of thread and needles, batik.</p> <p><u>3D</u> slabs, coil, slips,</p>											
Christian Values	Achieving and persevering Compassion Lovely Manners											
British Values	Respect Democracy											
Art and design assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PSHE Following SCARF (life education plan)												

PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Music	Unit: Happy Style: Pop/Motown Curriculum Objective: -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues. Curriculum Objective: -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.		Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Curriculum Objective: -Listen with attention to detail and recall sounds with increasing aural memory.		Unit: Music and Me Style: Inspirational women Curriculum Objective: -Use and understand staff and other musical notations. -Develop an understanding of the history of music.		Unit: You've Got A Friend Style: The Music of Carole King Curriculum Objective: -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 6 Curriculum Objective: -Develop an understanding of the history of music.	
Christian Values	Compassion Lovely Manners		Compassion Lovely Manners		Compassion Lovely Manners		Compassion Lovely Manners		Compassion Lovely Manners		Compassion Lovely Manners	
British Values	Democracy Respect Liberty		Democracy Respect Liberty		Democracy Respect Liberty		Democracy Respect Liberty		Democracy Respect Liberty		Democracy Respect Liberty	
Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Languages	<u>Le weekend</u> Regular activities, opinions Curriculum objectives, amongst others: speak in sentences, using familiar vocabulary,		<u>Les vêtements</u> Clothes, opinions, numbers 60-80 Curriculum objectives, amongst others: describe people, places,		<u>Ma journée</u> Daily routine, breakfast Curriculum objectives, amongst others: understand basic grammar appropriate to the		<u>Les transports</u> Forms of transport, planning a trip, buying tickets Curriculum objectives, amongst others:		<u>Le sport</u> Sports, opinions Curriculum objectives, amongst others: present ideas and information orally to a		<u>On faire la fête</u> Revision of all of vocabulary learnt Curriculum objectives, amongst others: appreciate stories, songs,	

	phrases and basic language structures broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	things and actions orally and in writing develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	read carefully and show understanding of words, phrases and simple writing speak in sentences, using familiar vocabulary, phrases and basic language structures	range of audiences engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	poems and rhymes in the language						
Languages Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PE	<p><u>Invasion Games – Hockey</u></p> <p>To show passing a ball to a teammate using a hockey stick.</p> <p>To demonstrate dribbling and passing a ball using a hockey stick.</p> <p>To demonstrate shooting a ball at a goal.</p> <p>To select attacking tactics when playing a hockey type game.</p> <p>To demonstrate shooting a ball using a hockey stick.</p> <p>To apply similar attacking and defending tactics when playing.</p>	<p><u>Sports Hall Athletics (ready for Jan comp)</u></p> <p>To perform running techniques for short and long distances.</p> <p>To perform a pull and push throw.</p> <p>To take off and land one foot to one foot.</p> <p>To develop running for speed.</p> <p>To take off and land using a combination of jumps.</p> <p>To perform a sling throw.</p> <p>To take off and land using a hop, step and jump.</p>	<p><u>Gymnastics</u></p> <p>To perform shapes and balances with a partner.</p> <p>To demonstrate counter balance and counter tension paired balances using apparatus.</p> <p>To demonstrate group counter balances.</p> <p>To create a sequence with counter balances and counter tensions in a group.</p> <p>To demonstrate paired and group counter balances in unison.</p>	<p><u>Striking and Fielding – Cricket</u></p> <p>To develop sending a ball</p> <p>To develop fielding skills</p> <p>To develop striking a ball</p> <p>To apply basic principles of striking and fielding in a game</p> <p>To evaluate and recognise their own success</p>	<p><u>Dance (production)</u></p> <p><u>Invasion Games – football</u></p> <p>To dribble a ball.</p> <p>To pass and receive a pass using a variety of skills.</p> <p>To select and apply appropriate tactics when playing.</p> <p>To work as a team to solve a tactical problem.</p> <p>To apply simple attacking and defending tactics.</p>	<p><u>Invasion games – Tag Rugby</u></p> <p>Louis</p> <p>To demonstrate passing and catching with consistency, accuracy and control.</p> <p>To apply simple tactics in a simple game.</p> <p>To apply simple attacking and defending tactics.</p>						

	To play a role in a competitive modified game.		To perform heave throw.									
Christian Values	Lovely Manners Self-Control Achieving and Persevering Acceptance Being Honest Showing Compassion											
British Values	Respect		Respect									
PE Assessment	GD	Below	GD	Below								
Maths												

Christian Values	Achieving and Persevering	Achieving and Persevering	Achieving and Persevering	Achieving and Persevering	Achieving and Persevering	Achieving and Persevering
British Values						
Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Modelled Independent CC						
Fiction	<u>Novel as a theme – Goodnight Mr Tom</u> Modelled – based on Goodnight Mr Tom Independent – Innovation of Goodnight Mr Tom	<u>Dark Fairy Tales</u> Modelled – Independent -	<u>Classical Literature (Macbeth)</u> Modelled – Independent -	<u>Stories with a flashback</u> Modelled – Independent –		<u>Myths – Ancient Greece</u>
Poetry	<u>Poetry – Imagery (WWI poems – independent WWII)</u> Independent – WWII based CC - Light			<u>Poetry on a theme</u>	<u>Poetry – Songs and Lyrics</u>	
Non-fiction	<u>Non-Chronological Report on WWII</u> Modelled – WWII Independent - WWII Battle of Britain CC - Light	<u>Explanation Text (Hybrid Text)</u> Modelled – Independent - CC – Circulatory System	<u>Biographies (Shakespeare, Macbeth, Gaudi)</u> Modelled – Shakespeare Independent – Macbeth CC - Gaudi	<u>Discussion and Debate</u> Modelled – Is it ever right to lie? Independent – Should animals be used as a form of entertainment? CC - Should Catalonia be allowed to leave the EU?	<u>Recount</u>	<u>Persuasion – Hybrid Text – Plastic Pollution (science link)</u>