

YEAR 5: CURRICULUM

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Bunbury Aldersey CE Primary School

Rural Church Schools Academy Trust

Year 5 Curriculum

LET YOUR LIGHT SHINE

Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – '**Let your Light shine**' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values – WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community- *as a family – as brothers and sisters.*

The RCSAT curriculum is designed to
Embody - the Christian values we live by
Enable – all children to flourish in mind, body and spirit
Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’

Intent:

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child’s individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children’s natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

Our key drivers are:

Inspirational and connected curriculum which instils a love of learning
 Curiosity and appreciation of God’s world through our Christian Values

A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)

Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

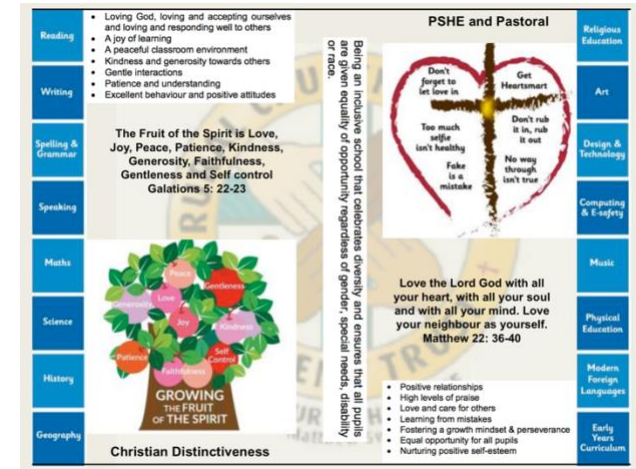
Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.

Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children’s emotional and spiritual development.

Implementation:

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum. Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children’s long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge. Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from key questions linked to a specific concept which then underpins the children’s learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.



Our curriculum is organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

We also feel that the following are necessary to support the implementation of our connected curriculum;

Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning.

Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

Learning Partners – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a ‘Science’ based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

Impact:

Through our connected approach:

Our children will have the capacity to control and express their emotions, and handle interpersonal relationships whilst keeping themselves safe.

Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.

Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.


Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the ‘hidden curriculum’) such as the quality of relationships and the values exemplified by the way the school sets about its task.

Our aim is to provide a curriculum which will firstly expand the pupil’s knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school’s vision and to learn about the ‘*person, love & work of Jesus*’ which is central to the school’s vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued high

 Year 5						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli</i>	The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i>	Arthur and the Golden Rope by Joe Todd-Stanton <i>Myths of the Norsemen by Roger Lancelyn Green</i>	The Darkest Dark <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i>	The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i>	Radiant Child by Javaka Steptoe <i>Life doesn't frighten me - Poem by Maya Angelou</i>
Writing outcome	Outcome Recount: series of diaries Greater Depth Series of diaries with viewpoint of other characters	Outcome Fiction: traditional tale Greater Depth Traditional tale from another character's POV	Outcome Fictions: Myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told	Outcome Recount: biography Greater Depth A first-person recount with an experience from the person's life within the biography	Outcome Persuasion/information Hybrid leaflet Greater Depth Write an oral presentation for a TV or online broadcast as expert	Outcome Information: text suitable for an art gallery Greater Depth Plan structure and layout of information text
Topic headings	Tales from around the world		Exploration and Discovery		One World	
Courageous advocate	Katherine Johnson			Ellen MacArthur		
Science End Points	Forces I can explain that objects fall to Earth because of the force of gravity. Recognised the effects of forces like air resistance, water resistance and friction on moving objects and understand that some tools, such as levers, pulleys and gears make it easier to apply forces to objects.	Earth and Space I can describe how the Earth and other planets move around the Sun. Explain how the Moon moves around the Earth and understand that the Sun, Earth and Moon are roughly round. Use Earth's rotation to explain day and night and the Sun's movement across the sky.	Properties of materials Understand and group everyday materials based on their properties, knowledge of their solubility and recovery from a solution. Separate mixtures through filtering, sieving and evaporation. Determine the uses of everyday materials based on evidence.	Reversible and irreversible changes Understand and group everyday materials based on their properties, knowledge of their solubility and recovery from a solution. Separate mixtures through filtering, sieving and evaporation. Determine the uses of everyday materials based on evidence.	Animals including humans I can describe the changes as humans develop to old age.	Living things and their habitats Understand the differences in the life cycles among mammals, amphibians, insects and birds and describe the life process of reproduction in certain plants and animals.
Curriculum Objectives	explain that unsupported objects fall towards the Earth because of the force of gravity 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	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	Compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.	Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes	describe the changes as humans develop to old age	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

				Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible	
Working Scientifically	<ul style="list-style-type: none"> Ask relevant questions about what they notice. Makes systematic and careful observations using a range of equipment. Uses test results to ask further questions. Identifies differences, similarities or changes related to simple scientific ideas and processes. Uses test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Gathers, records and classifies data in a variety of ways to help in answering questions. 				
					
HISTORY					
History End Points		Children can articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left.	To develop knowledge of the Viking presence in England during the time of Edward the Confessor, their beliefs and way of life and how this legacy in the present day.		To develop knowledge of the Mayan civilization and its contrasts with British History, including way of life, belief and its legacy to the present day
Curriculum objectives		Britain's settlement by Anglo-Saxons and Scots Develop chronologically secure knowledge of history Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time. Address and devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information. Understand that different versions of the truth exist, giving reasons for this.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Develop chronologically secure knowledge of history Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time. Address and devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information. Understand that different versions of the truth exist, giving reasons for this.		Non-European society - Benin (West Africa) c. AD 900-1300 - that provides contrasts with British history Develop chronologically secure knowledge of history Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time. Address and devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information. Understand that different versions of the truth exist, giving reasons for this.
History enquiry skills	<ul style="list-style-type: none"> Use a range of primary sources to ask and answer questions from the time; Ask questions and follow a line of enquiry to lead to a conclusion; Make conclusions about questions using evidence to justify their thinking; Use appropriate historical vocabulary to communicate (dates, time period, chronology, century, decade, legacy); Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – explain their own ideas about history and use evidence to back this up. 				
GEOGRAPHY					
Geography End Points	To use geographical language, maps and atlases to describe and understand the location and key geographical features of North America, focusing on distribution of natural resources such as energy, food, minerals, and water.	Locate key features and places in Northern Europe, explaining the impact of climate and location on people movement of the past	To compare places using maps and geographical language to identify geographical features and their impact upon land use, trade, economy and settlement. (Great Lakes in North America to Lake District in UK)	To develop knowledge of climate change and sustainability, with a focus on the positive and negative impact humans can have upon the planet and how this has evolved geographically over time.	
Curriculum objectives	Locate North America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere Describe and understand key aspects of physical geography including climate zones and biomes, vegetation belts, rivers and mountains Describe and understand key aspects of 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.	Locate European countries focusing on environmental regions, key physical and human characteristics, countries, and major cities 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 Describe and understand key aspects of physical geography including climate zones and biomes, vegetation belts, rivers and mountains Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy minerals and water. Use maps atlases and globes to locate countries and describe the features studied.	Describe and compare key aspects of physical geography including climate zones and biomes, vegetation belts, rivers and mountains between a UK environment and one in North America Describe and compare key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy minerals and water. Use maps atlases and globes to locate countries and describe and compare the features studied.	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, and mountains. Describe and understand key aspects of 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.	

	Use maps atlases and globes to locate countries and describe the features studied.				
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Geography enquiry skills

- 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.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

DESIGN and TECNOLOGY

End Points	Cooking and Nutrition – Developing a recipe Savory biscuits		Mechanisms and Electrical Systems - Motorised Buggy		Textiles – Decorative Mending	
Curriculum objectives	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at 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 Understand and use mechanical systems in their products.		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at 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 Understand and use mechanical systems in their products.	

ART

Art End Points	Paint, surface, texture: Responding to place Artists to explore: Claire Louise Mather	Working in three dimensions: Set Design Artists to explore: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson	Drawing and Sketchbooks: Typography and Maps Artists to explore: Louise Fili, Grayson Perry & Paula Scher, Chris Kenny (and the Marauder's Map)	Paint, surface, texture Rural landscapes Artists to explore: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan	Print, colour, collage: Making Monotypes Artists to explore: Kevork Mourad	Paint, surface, texture: Exploring Identity Artists to explore: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett
Curriculum objectives	create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history.	create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history.	create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history.

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*Select and record ideas from observation, experience and imagination.
 *Question and make thoughtful observations about the work of famous artists, craftspeople, designers and famous works of art.
 *Select ideas from art work studied to use in their own work.
 *Explore the roles, purposes and work of artists, craftspeople and designers working in different times and cultures and different art work.
 *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
 *Adapt their work according to their views and describe how they might develop their work further.
 *Annotate work in sketchbooks.

MUSIC: Love Music Trust Scheme of Work

Music End Points	Getting Loopy	Samba	Performance Poetry	Music from Around the World – World Festivals	Improvising Colours	Newsbeat
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Curriculum objectives	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)</p> <p>Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments (Y5 C)</p> <p>Improvise over a simple groove, responding to the beat.</p> <p>Experiment with a wider range of dynamics (rap / beatbox) (Y5 C)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C) Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (Y5 C) Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L)</p> <p>Develop awareness of the interrelated dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments (Y5 C)</p> <p>Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers (Y5 U)</p> <p>Understand the difference between 2/4, 3/4 and 4/4 time signatures (Y5 U)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Listen to music from different times and places and identify their own uniqueness (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Sing a broad range of songs, observe phrasing, accurate pitching and appropriate style e.g. raps / chants (Y5 P)</p> <p>Improvise over a simple groove, responding to the beat.</p> <p>Experiment with a wider range of dynamics (rap / beatbox) (Y5 C) Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Listen to music from different times and places and identify their own uniqueness (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Sing a broad range of songs, observe phrasing, accurate pitching and appropriate style e.g. raps / chants (Y5 P) Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places (Y5 P) Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P) Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P) Compose over a pentatonic scale with a drone, ostinato and melody (Y5 C) Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards (Y5 U) Listen to music from different times and places and identify their own uniqueness (Y5 L) Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P) Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C) Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C) Introduce a major and minor scale e.g. C major and A minor and identify which notes are different (Y5 U)</p> <p>Develop understanding of triads and play them on tuned percussion, melodic instruments or keyboards (Y5 U)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L) Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P) Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (Y5 C)</p> <p>Develop understanding of triads and play them on tuned percussion, melodic instruments or keyboards (Y5 U) Develop awareness of the interrelated dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>
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COMPUTING :Purple Mash Scheme of Work

Computing End points Purple Mash	Unit 5.1 Coding Unit 5.2 Online Safety	Unit 5.3 Spreadsheets Unit 5.4 Databases	Recap Unit 5.2 Online Safety Unit 5.5 Game Creator	Unit 5.6 3D Modelling Unit 5.7 Concept Maps	Recap Unit 5.2 Online Safety Unit 5.8 Word Processing	Unit 5.9 External Devices
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Curriculum objectives	<p>To begin to simplify code.</p> <p>To create a playable game.</p> <p>To understand what a simulation is.</p> <p>To program a simulation using 2Code.</p> <p>To know what decomposition and abstraction are in computer science.</p> <p>To take a real-life situation, decompose it and think about the level of abstraction.</p> <p>To understand how to use friction in code.</p> <p>To begin to understand what a function is and how functions work in code.</p> <p>To understand what the different variables</p>	<p>To use formulae within a spreadsheet to convert measurements of length and distance.</p> <p>To use the count tool to answer hypotheses about common letters in use.</p> <p>To use a spreadsheet to model a real- life problem.</p> <p>To use formulae to calculate area and perimeter of shapes.</p> <p>To create formulae that use text variables.</p> <p>To use a spreadsheet to help plan a school cake sale.</p>	<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology and children's responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</p>	<p>To be introduced to 2Design and Make and the skills of computer aided design.</p> <p>To explore the effect of moving points when designing.</p> <p>To design a 3D Model to fit certain criteria.</p> <p>To refine and print a model</p> <p>To understand the need for visual representation when generating and discussing complex ideas.</p> <p>To understand the uses of a 'concept map'.</p> <p>To understand and use the correct vocabulary when creating a concept map.</p> <p>To create a concept map.</p>	<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology and children's responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions and</p>	<p>To understand how a device can be programmed to be used as a game controller.</p> <p>To explore the functions available for the Purple Chip and appraise their uses.</p> <p>To create a simple quiz program that can be answered using an external device.</p> <p>To create a program in which an external device can be used to monitor real world conditions.</p>
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	<p>types are and how they are used differently. To understand how to create a string. To understand what concatenation is and how it works To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology and children's responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To ensure reliability through using different methods of communication</p>	<p>To learn how to search for information in a database. To contribute to a class database. To create a database around a chosen topic.</p>	<p>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To ensure reliability through using different methods of communication To plan a game. To design and create the game environment. To design and create the game quest. To finish and share the game. To self and peer evaluate. To know what a word processing tool is for To add and edit images to a word document To know how to use word wrap with images and text To change the look of text within a document To add features to a document to enhance its look and usability To use the sharing capabilities in Google Docs To use tables within to present information To introduce children to templates</p>	<p>To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience</p>	<p>purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To ensure reliability through using different methods of communication</p>	
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PE: Complete Scheme of Work

PE End points	Invasion: Netball Gymnastics counter balance and counter tensions	Invasion: Football Health related Exercise	Invasion: Tag Rugby Dance: The Circus	Invasion: Hockey OAA: Communication	Striking and Fielding Net and Wall Tennis	Striking and Fielding Cricket Athletics
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Curriculum objectives	<p>Netball Recap and refine dribbling and passing to create attacking opportunities • Develop marking • Refine shooting • Refine attacking skills, passing, dribbling and shooting introduce officiating</p> <p>Gymnastics Counter Balance and Counter Tension • Introduction to Counter Balance • Application of Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion</p>	<p>Football • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating</p> <p>Health Related Exercise • Explore and understand cardio fitness • Explore and understand flexibility fitness • Explore and understand strength fitness</p>	<p>Tag Rugby • Refine passing and moving to create attacking opportunities • Explore different passes that can be used to outwit defenders • Refine defending as a team • Create and apply defending tactics. Develop officiating</p> <p>The Circus • Develop character movements linked to prejudices • Create movements that represent different characters and performers in a circus • Extending our performance incorporating props and apparatus linked to the variety of performers</p>	<p>Hockey • Develop defending; blocking and tacking • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack</p>	<p>Rounders • Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games</p> <p>Tennis • Introduce/develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a point</p>	<p>Cricket • Refine batting, batting and bowling tactics • Refine fielding stopping, catching and throwing • Combine bowling and fielding creating and applying tactics • Introduce umpiring and scoring</p> <p>Athletics • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition</p>
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MFL: Language Angels Scheme of Work

MFL End points	<p>Phonetics 1- 2(EL/IT) <i>La fonética</i> To learn a selection of the key phonemes to facilitate accurate and authentic pronunciation.</p> <p>Seasons <i>Las estaciones</i> To learn the four seasons of the year in Spanish. Pupils will have the skills and knowledge to say which is their favourite season and why.</p>	<p>Ice Creams <i>Los helados</i> To learn ten flavours of ice-cream and the transactional language required to purchase an ice cream in Spanish. To take part in role play activity where they will order a cone or pot of ice cream in the flavour of their choice Christmas</p>	<p>Presenting Myself <i>Me presento</i> To develop the knowledge and skills to present themselves both orally and in written form in Spanish. To learn how to ask questions and demonstrate understanding of grammar to manipulate language and start to create sentences of their own using a range of</p>	<p>My Family <i>Mi familia</i> To develop the knowledge and skills to make a presentation about their own/ fictitious family in both spoken and written form in Spanish. To integrate previously learnt language with newly acquired language. To demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish.</p>	<p>At the Café <i>En la cafetería</i> To develop the knowledge and skills to perform a short role-play in a Spanish café. To integrate nouns, gender, determiners and plurality so that pupils can say and write what they are ordering to eat/drink.</p>	<p>My Home <i>Mi Casa</i> To develop knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish.</p>
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			personal details including name, age, where they live and nationality.		KS2 Hispanic Day	
Curriculum objectives	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. 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