

Year 5



Programs of Study

Term 1-Romans Science

Working Scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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 a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Topic	Program of Study	Subject Knowledge	Vocabulary
Romans	<p>Properties and Changes of Materials</p> <p>Pupils should be taught to:</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 • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>CLA Program of Study</p>	<p>Solids</p> <p>The molecules in all solids are tightly packed. The spaces between them are so small that no further compression is possible, which means they have a fixed volume and shape. A solid remains the same shape until an external force, such as a bend or twist, is applied to it, but the volume always remains unchanged. Some solids, such as sand, salt, sugar and flour, are able to be poured, but each separate particle has a fixed shape and volume. The pouring can only occur when these separate particles move over each other under a force.</p> <p>Solids contain tightly bound, vibrating atoms or molecules and have a fixed shape. This shape only changes when an external force is applied, such as bending or twisting. Solids cannot be compressed into a smaller volume. Some, but not all, become liquids when they are heated. Certain solids, for example sand, flour, salt and sugar, can be poured like a liquid. This is because each separate particle has a fixed shape and volume, but the air between particles means that they behave in a similar way to liquids. Solids that are permeable or porous contain spaces that allow liquids or gases to flow through them.</p> <p>Liquids</p>	<p>Solid</p> <p>Liquid</p> <p>Gas</p> <p>Molecules</p> <p>Atoms</p> <p>Volume</p> <p>Force</p> <p>Bend</p> <p>Twist</p> <p>Particle</p> <p>Vibration</p>

	<p>Solids</p> <ul style="list-style-type: none"> • Know that all solids have a fixed shape. • Know that all solids cannot be compressed, and change shape only when a force is applied. • Understand that most solids become liquids when heated. • Appreciate that the behaviour of a solid is determined by the structure of the molecules inside it. • Know that porous, or permeable, solids contain holes or spaces that enable gases or liquids to pass through them. <p>Liquids</p> <ul style="list-style-type: none"> • Be able to identify and name a range of common liquids. • Understand that liquids cannot be compressed, but are able to flow and take the shape of their container (rather than having a fixed shape). • Appreciate what viscosity is, and that different liquids have different viscosities, which affect how quickly they flow. <p>Gases</p> <ul style="list-style-type: none"> • Be able to identify and name a range of common gases. • Understand that molecules in a gas are free to move, so have no fixed shape, fill their container and can be compressed. • Understand that gases expand when they are heated. • Know that many common materials contain a combination of solids, liquids and gases. 	<p>The molecules in liquids are closely packed together, so they cannot be compressed into a smaller volume. However, their arrangement is less rigid than solids, which enables the molecules to move around and the liquid to flow. Liquids therefore do not have a fixed shape and so take the shape of their container. Different liquids have different viscosities, which affects how quickly the liquid flows – thicker liquids flow more slowly than thinner ones.</p> <p>Liquids contain closely packed, vibrating atoms or molecules. They cannot be compressed into a smaller volume and they do not have a fixed shape. They are called fluids, as they are able to flow and be poured. This means that they take the shape of their container. Liquids may become gases when they are heated, or become solids if they are cooled. Different liquids have different viscosities which affects how quickly they flow. In most liquids, viscosity is only affected by temperature and pressure. However, some are also affected by force – for example, thickening when stirred. These are called non-Newtonian liquids.</p> <p>Gases</p> <p>Gas molecules are widely spaced apart. Their energy means they move randomly at high speeds to fill the container they are in.</p> <p>Gases have no fixed shape, and the spaces between molecules means they can be compressed into a smaller volume. Some gases may dissolve in liquids.</p> <p>Gas molecules are not tightly bound and they have sufficient energy to move rapidly. They do not have a fixed shape or volume. They are fluids that move to fill their container and can be compressed. Gases may turn into liquids when cooled. Many common materials contain a combination of solids, liquids and gases. Fizzy drinks contain carbon dioxide gas dissolved in a liquid; sponges are solids containing gas; bubbles are liquid soap with air inside.</p>	
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Key Assessment Questions	
Properties and Changes of Materials	<ul style="list-style-type: none"> • I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). • I can describe how a material dissolves to form a solution; explaining the process of dissolving. • I can describe and show how to recover a substance from a solution. • I can describe how some materials can be separated. • I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). • I know and can demonstrate that some changes are reversible and some are not.

- I can explain how some changes result in the formation of a new material and that this is usually irreversible.
- I can discuss reversible and irreversible changes.
- I can give evidenced reasons why materials should be used for specific purposes.

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Romans	<p>National Curriculum</p> <p>Locational Knowledge</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 <p>Geographical Skills and Fieldwork</p> <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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and 	<p>CLA Y5-Romans</p> <p>Locational (Use maps of the UK to locate key places within the UK linked to the Romans- what are the key features of those locations? What evidence can we see today that the Romans lived in these locations? Look at how Romans built roads, Hadrian's Wall or another Roman site).</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 <p>Physical</p> <p>(Use maps and other sources of evidence to research the countries that were conquered to form the Roman Empire- link with work on rivers- which major rivers are in these countries and cities? Enquiry based study to develop understanding of the features of each country within the Roman Empire. How would the water system have been useful for the Romans?)</p> <ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? <p>Geographical Knowledge (Children to research countries within the Roman Empire- what are their modern day names? What rivers and mountains are located within these countries? Would rivers and mountains been a help or a hindrance to the Romans? Children to discuss and debate their ideas backed up with evidence and research.)</p> <ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? <p>Key Information</p> <p>The Romans came to Britain nearly 2000 years ago and changed our country. Even today, evidence of the Romans being here, can be seen in the ruins of Roman buildings, forts, roads, and baths can be found all over Britain. The Romans invaded other countries too. The Roman Empire covered much of Europe, north Africa, and the Middle East.</p> <p>Who were the Romans? The Romans lived in Rome, a city in the centre of the country of Italy</p> <p>When did the Romans invade Britain? First invasion - Caesar's first raid</p> <p>In August 55 B.C. (55 years before Jesus was born) the Roman general, Emperor Julius Caesar invaded Britain. He took with him two Roman legions. After</p>	<p>Roman Empire Britain UK Physical Features Human Features Roads Waterways Rivers Invasion Mountains Water Cycle AD BC City Country Channel Aqueduct</p>

	<p>graphs, and digital technologies.</p> <p>Human and Physical Geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>winning several battles against the Celtic tribes (Britons) in south-east England he returned to France.</p> <p>Second invasion - Caesar's second raid The following summer (in 54 B.C.) Caesar came to Britain again landing at Walmer near Deal in Kent. This time he brought with him no fewer than five legions (30,000 foot soldiers) and 2,000 cavalymen (horse riders). This time the Romans crossed the River Thames. After more fighting, the British tribes promised to pay tribute to Rome and were then left in peace for nearly a century.</p> <p>Third and final invasion Nearly one hundred years later, in 43 A.D. (43 years after Jesus was born), Emperor Claudius organised the final and successful Roman invasion of Britain. General Aulus Plautius led four legions with 25,000 men, plus an equal number of auxiliary soldiers. They crossed the Channel in three divisions, landing at Richborough, Dover, and Lympne.</p> <p>The biggest battle was fought on the banks of the River Medway, close to Rochester. It went on for two days before the Celtic tribes retreated.</p> <p>Many tribes tried to resist the Romans. It took about four years for the invaders to finally gain control over southern England, and another 30 years for them to conquer all of the West Country and the mountains and valleys of Wales. The battle for Yorkshire and the remainder of northern England was still underway in AD 70.</p> <p>The first Roman city was Camulodunum also called Colonia Vitricencis. (We know it by the name of Colchester.) It was the seat of Roman power and governance of Britannia until sacked during the Boudiccan revolt. London was then established as a seat of governance, and only became important after the Camulodunum event.</p> <p>What did the Romans call London? The Romans called London 'Londinium'. The River Thames was quick way to transport goods between Britain and the Continent. The Romans saw this and built the town of Londinium around the river's main crossing point.</p>	
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Key Assessment Questions	
Locational	<ul style="list-style-type: none"> I can name and locate counties and cities of the United Kingdom, I can name 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	<ul style="list-style-type: none"> I can explain why many cities of the world are situated by rivers. I can explain how a location fits into its wider geographical location; with reference to physical features. I can explain how the water cycle works. I can explain why water is such a valuable commodity.
Geographical Knowledge	<ul style="list-style-type: none"> I can name and locate many of the world's major rivers on maps. I can name and locate many of the world's most famous mountain regions on maps.

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Romans	<p>Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain's settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect of history or a site dating from a period beyond 	<p>"Roman Empire and its impact on Britain" (Children to conduct research into the Roman Empire from the perspectives of the Roman Empire and Roman life and cultures. Roman Empire- children to investigate the significant people involved in building the Roman Empire and time periods in which different rulers ruled. Children to link with their Geography studies of different cultures. When studying Roman Life and Culture children to research life in ancient Rome including society, culture, food, entertainment, clothes, climate, communication and inventions that influence life in Britain today.)</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> ● Can they use dates and historical language in their work? ● Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? ● Can they use their mathematical skills to work out exact time scales and differences as need be? <p>Beyond</p> <ul style="list-style-type: none"> ● Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> ● Can they describe historical events from the Roman Empire era? ● Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? ● Do they appreciate that significant events in history have helped shape the country we have today? ● Do they have a good understanding as to how crime and punishment has changed over the years? <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Can they test out a hypothesis in order to answer a question? ● Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? <p>Beyond</p> <ul style="list-style-type: none"> ● Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? <p>Key Information The Romans lived in Italy, in a city called Rome. Rome still exists today, and it is the capital of Italy.</p> <p>They had a big impact on how we live our lives today, and gave us things like ways to get clean water, ways to build roads and even the basis of our language. Britain was even part of the Roman Empire for a while, so a lot of the things that Romans did stuck with us.</p> <ul style="list-style-type: none"> ● Legend has it that Rome was founded by Romulus, the son of a god, in 753 BC. ● The Romans spoke Latin, a language that is the basis for other languages spoken today – even English! ● Romans decorated floors and walls in mosaics, which were pictures made from small pieces of coloured tiles. ● The calendar that we use today was based on something Julius Caesar made. ● We have the Romans to thank for sanitation – they created aqueducts that kept water clean as it got to people's' homes. ● As a way to relax and have fun, the Romans would to go the Colosseum to see plays and watch gladiator fights. ● The Romans were so good at building roads, that some still exist today! ● Romans wore togas, which were long pieces of cloth that they draped around their waist and shoulders. ● Bath houses were used by everyone to take a bath, have a massage and chat to friends. ● The Romans used different letters to represent numbers – we call these Roman numerals, and we still use them sometimes today. 	<p>Romans Timeline Period Time scale Era Decade Century Roman Empire AD BC Latin Mosaics Julius Caesar Aqueducts Colosseum Gladiators Togas Bath houses Numerals Caesar Augustus Nero Pax Romana</p>

	<p>1066 that is significant in the locality</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 Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>While the Romans were based in Rome in Italy, they ruled over land that went far beyond the borders of Rome. This was called the Roman Empire, and it covered large parts of land all around the Mediterranean Sea – even part of Great Britain.</p> <p>The Romans got this land mostly by fighting battles with other groups of people, like the Celts in Britain – when the Romans won, they'd get more territory to add to the Empire. This meant that Roman culture had a huge influence on other cultures, and it's why finding Roman artefacts (like coins), and ruins of Roman walls and buildings (like Hadrian's Wall) is so common in the British Isles today.</p> <ul style="list-style-type: none"> Rome was a republic before it became an empire – it was governed in a different way, and had rulers that were elected through votes. The Roman Empire began in 27 BC, and after that one emperor would rule it until he died. The first emperor was Caesar Augustus. Rome had a mix of very good emperors, like Augustus, and very bad emperors, like Nero. The first 200 years of Roman Empire is called the Pax Romana, which means 'Roman peace'. It was a time of great prosperity for the Romans. The Romans had already won a lot of land through battles when it was a Republic, some of which led by Julius Caesar. Roman armies were known for being excellent in battle – they used their weapons well, they worked well as a team, and they nearly always defeated their enemies. The Romans invaded Britain and started ruling it in 43 AD. When the Romans were in Britain, they based themselves in London, which they called Londinium. The Romans left Britain in 410 AD because the armies were needed to defend other parts of the Empire. The Anglo-Saxons were the next group to rule England. The Roman Empire lasted for a long time after this. It had already split into two parts in 285 AD, with the Western Empire ending in 476 and the Eastern Empire being overthrown in 1453. 	
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Key Assessment Questions	
Chronological understanding	<ul style="list-style-type: none"> I can use dates and historical language in their work. I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. I can use their mathematical skills to work out exact time scales and differences as need be. <p>Beyond</p> <ul style="list-style-type: none"> I can create timelines which outline the development of specific features, such as medicine; weaponry; transport.
Knowledge and interpretation	<ul style="list-style-type: none"> I can describe historical events from the Roman Empire era. I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. I appreciate that significant events in history have helped shape the country we have today. I have a good understanding as to how crime and punishment has changed over the years.
Historical enquiry	<ul style="list-style-type: none"> I can test out a hypothesis in order to answer a question. I appreciate how historical artefacts have helped us understand more about British lives in the present and past.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Romans	<p>KS2 National Curriculum</p> <p><i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p>Pupils should be taught:</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 	<p>Romans</p> <p>3D Sculptures (Shields/Helmets- Papier Mache) (children to research, design, make prototypes and final products of Roman Helmets/Shields- make records throughout the process of their adaptations and findings from research as well as evaluation of the final product).</p> <p>Drawing</p> <ul style="list-style-type: none"> To create drawings as a basis for 3D work – views from various angles <p>3D</p> <ul style="list-style-type: none"> Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials? Can they model over an armature using a variety of materials? Can they apply their experiences of materials and processes, developing control of tools and techniques? <p>Sketchbooks</p> <ul style="list-style-type: none"> Do they keep notes in their sketchbooks as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others?



Key Assessment Questions	
Drawing	<ul style="list-style-type: none"> I create drawings as a basis for 3D work –with views from various angles.
3D	<ul style="list-style-type: none"> I can experiment with and combine materials and processes to design and make 3D form. I can sculpt clay and other mouldable materials. I can model over an armature using a variety of materials. I can apply my experiences of materials and processes, developing control of tools and techniques.
Sketchbooks	<ul style="list-style-type: none"> I keep notes in my sketchbook as to how I might develop my work further. I use my sketch book to compare and discuss ideas with others.

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Romans	<p>National Curriculum</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</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 <p>Make</p> <ul style="list-style-type: none"> ● 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 <p>Evaluate</p> <ul style="list-style-type: none"> ● 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> ● 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] ● understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ● apply their understanding of computing to program, monitor and control their products ● explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	<p>Design and make a Roman Weapon</p> <p>(Children to conduct historical research on types and uses of Roman weapons. Children to create detailed designs of their own Roman weapon outlining materials used, equipment needed and types of skills needed e.g. types of joins, wood work etc. Children to develop their designs and change plans along the way to improve their product. Children to evaluate their final product in their sketchbooks).</p> <p>TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY:</p> <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> ● Can they come up with a range of ideas after they have collected information? ● Can they produce a detailed step-by-step plan? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> ● Can they explain why their finished product is going to be of good quality? ● Can they use a range of tools and equipment expertly? ● Do they persevere through different stages of the making process? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> ● Do they keep checking that their design is the best it can be? ● Do they check whether anything could be improved? ● Can they evaluate appearance and function against the original criteria? <p>SPECIFIC SKILLS TO THIS TOPIC:</p> <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> ● Are their measurements accurate enough to ensure that everything is precise? ● How have they ensured that their product is strong and fit for purpose? <p>Mouldable materials</p> <ul style="list-style-type: none"> ● Are they motivated enough to refine and further improve their product using mouldable materials?

Key Assessment Questions	
Romans	Stiff and flexible sheet materials <ul style="list-style-type: none"> • My measurements are accurate enough to ensure that everything is precise. • I have ensured that my product is strong and fit for purpose.
	Mouldable materials <ul style="list-style-type: none"> • I am motivated to refine and further improve my product using mouldable materials.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Romans	National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 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, 	<p>We are bloggers-(Children to create their own blog sharing facts and information about the Romans with others. Can they blog about key events from Roman times as though they are 'live blogging' from the time?)</p> <ul style="list-style-type: none"> • I can see that the internet makes blogging possible. • I can write a blog post. • I can comment on a blog post. • I can add an image, audio or video to a blog post. • I can see what it takes to create a good blog post. • I can see that blog posts are stored as HTML. • I can comment with respect on others' blog posts. • I can add an image, audio or video I have created to a blog post. • I can explain the difference between database-driven sites and static HTML pages. • I can blog about an event as it happens. • I can use blogs safely and responsibly • I can let others know about blog posts or comments I am worried about. • I can see what is acceptable and unacceptable when commenting on blog posts • I can use others' work in my blog with respect and in the correct way. <p>E-Safety We are bloggers The pupils write content for their own or a shared blog, thinking carefully about what can be appropriately shared online. They consider issues of copyright and digital footprint as well as what constitutes acceptable behaviour when commenting on others' blog posts. The pupils also think about the importance of creating high-quality online content and become more discerning in evaluating content as they review others' blogs. If the pupils' blogs are publicly accessible, it is important that any comments are moderated by their teacher; it is worth discussing with the pupils why the comments should be moderated.</p> <p>We are web developers</p> <ul style="list-style-type: none"> • I can check and comment on others' content. • I can see how Google chooses and shows web pages in a search. • I can name other search engines. • I can create and organise others' content on e-safety and using technology properly • I can create and organise others' content for sharing worries about information seen and received on the web. • I can create and organise others' content for using the web in the right/wrong way. • I can credit others' information I use on the shared site. • I can decide if web sources are balanced and of a good quality. • I can proofread and correct mistakes in others' content • I can use tools to get the best results in my web searches.

	<p>analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> • I can find and use information from different places to present a summary. • I can make useful and large changes to others' content when necessary. • I can explain how Google orders web pages in a search ('Page Rank'). <p>E-Safety We are web developers E-safety forms the focus of this unit, with the pupils working collaboratively to develop a website in which they present their own authoritative content on a broad range of issues around the safe and responsible use of technology. In doing so, they consider the reliability and bias of online content, how to contribute positively to a shared resource, and how to use search engines safely and effectively.</p>
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Key Assessment Questions	
Bloggers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
Web Developers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Romans	<p>National Curriculum</p> <p>Pupils should be taught to:</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 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 from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>CLA Program of Study:</p> <p>Performing</p> <ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo 	<p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Don't Stop Believin'- Rock</p> <p>Suggested Links- Cover versions, 80s music, literacy links, analysing performance.</p> <p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Bells Ring Out-Christmas</p> <p>Suggested Links- Christmas</p>

	form? Composing <ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? Appraising <ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences? 	
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Key Assessment Questions	
Don't Stop Believin'	Performing <ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can sing and use my understanding of meaning to add expression. • I can maintain my part whilst others are performing their part. • I can perform 'by ear' and from simple notations. • I can improvise within a group using melodic and rhythmic phrases. • I can recognise and use basic structural forms e.g. rounds, variations, rondo form. Composing <ul style="list-style-type: none"> • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use my notations to record groups of pitches (chords). • I can use a music diary to record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. Appraising <ul style="list-style-type: none"> • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think my music is successful or unsuccessful. • I can suggest improvements to my own or others' work. • I can choose the most appropriate tempo for a piece of music. • I can contrast the work of famous composers and show preferences.
Bells Ring Out	

R.E.

Topic	Program of Study
Hinduism	Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.

	<p><i>The areas of Enquiry are as follows:</i></p> <p><i>A. beliefs, teachings and sources</i></p> <p><i>B. practices and ways of life</i></p> <p><i>C. forms of expressing meaning</i></p> <p><i>D. identity, diversity, belonging</i></p> <p><i>E. meaning, purpose and truth</i></p> <p><i>F. values and commitments</i></p> <p>Term 1a-</p> <ul style="list-style-type: none"> ★ Theme/Concept: Belief into Action ★ Enquiry Question: What is the best way for a Hindu to show a commitment to God? ★ SMSC- Spiritual, Cultural ★ British Values-Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs.
Christianity	<p>Term 1b-</p> <ul style="list-style-type: none"> ★ Theme/Concept: Christmas/Incarnation ★ Enquiry Question: Is the Christmas story true? ★ SMSC- Spiritual, Moral ★ British Values-Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions
Term 1A	What is the best way for a Hindu to show a commitment to God?
	<p>WORKING TOWARDS</p> <p>I can express why showing commitment to something may be a good thing.</p> <p>I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</p>
	<p>Year 5 expectation</p> <p>WORKING AT</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p>
	<p>WORKING BEYOND</p> <p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>

	Key Assessment Questions
Term 1B	Is the Christmas story true?

	<p>WORKING TOWARDS I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.</p>
	<p>Year 5 expectation WORKING AT I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>
	<p>WORKING BEYOND I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Romans	<p>Philosophy for Children – The Process</p> <ul style="list-style-type: none"> ● Warm-up -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● Presentation of stimulus -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● Thinking time/conversation- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● Formulation of questions- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● Airing of questions-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● Selection (voting)- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● First words-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● Building-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● Final thoughts- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● Review/plan-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. <p>Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:</p> <ul style="list-style-type: none"> ★ Is conquering a country tantamount to stealing? ★ Were the Romans bullies?

As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Romans	<p>National Curriculum-KS2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 • appreciate stories, songs, poems and rhymes in the language • 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 • understand basic grammar appropriate to the 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. 	<p>Using the La Jolie Ronde Year 5 Program of Study for FRENCH- using songs, games and resources from the program. La Jolie Ronde makes cross curricular links and encourages oral, auditory and written form of French across the scheme.</p> <p>The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period.</p> <p>Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week.</p> <ul style="list-style-type: none"> ★ Lesson One- Part 1 and 2- Buildings ★ Lesson One-Part 3 and 4- Buildings ★ Lesson Two- Part 1 and 2-Directions ★ Lesson Two-Part 3 and 4- Directions ★ Lesson Three-Part 1 and 2- Asking for directions ★ Lesson Three-Part 3 and 4- Asking for directions ★ Lesson Four-Part 1 and 2- Revision of days of the week ★ Lesson Four-Part 3 and 4- Revision of days of the week ★ Lesson Five-Part 1 and 2- Story-Le Petit Thomas ★ Lesson Five-Part 3 and 4- Le Petit Thomas ★ Christmas 1-Christmas Traditions ★ Christmas 2-Christmas Vocab-Story

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Romans	<p>National Curriculum</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p>	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning</p>

	<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 ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>through a unique and market leading approach to teaching and learning in PE.</p> <ul style="list-style-type: none"> ★ Unit 1: Coordination - Ball Skills/ Agility/Reaction/Response/Hockey/Football/Rugby ★ Unit 2: Static Balance/seated gymnastics/dance/ static balance floor work
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Term 2-Amazing Inventions-Japan/China Science

Working Scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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 a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Topic	Program of Study	Subject Knowledge	Vocabulary
Amazing Inventions/ Inventors- Japan/China Modern Technological Inventions	Animals inc. Humans	<p>Life Cycles</p> <p>All living things follow a life cycle specific to their species. Some are as short as a few hours or days while others last for hundreds of years. Because it is a cycle, there is no start or end point, but rather a continuous flow that includes fertilisation, birth, growth and reproduction. Some species produce offspring that are very similar to the adult form, such as most mammals, birds and reptiles. Others produce a larval form that undergoes a complete metamorphosis before emerging as an adult form that is capable of reproduction.</p> <p>All living things undergo a life cycle that begins when an ovum (egg cell) is fertilised. These cells multiply to produce growth in the organism, which then undergoes a series of changes until it reaches adulthood. This is the point at which it is able to reproduce. While the offspring of some organisms are very similar to the adult form, though smaller and less developed, others undergo a complete metamorphosis, for example butterflies, frogs and ladybirds. Some life cycles are very short, lasting only a matter of days or weeks from birth to reproduction or death. Other life cycles, such as the oak tree, can run for decades or hundreds of years.</p>	<p>Life cycle</p> <p>Species</p> <p>Fertilisation</p> <p>Birth</p> <p>Growth</p> <p>Reproduction</p> <p>Offspring</p> <p>Mammals</p> <p>Birds</p> <p>Reptiles</p> <p>Metamorphosis</p> <p>Ovum</p> <p>Reproduce</p> <p>Organism</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age <p>CLA Program of Study</p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Understand that all living things have a life cycle. • Be able to describe the main stages in a number of familiar life cycles, including humans and other animals and plants. • Understand that life cycles vary in length, from hours to days to hundreds of years. • Understand that certain species undergo a complete metamorphosis during their life cycle. 		
	Living Things and Their Habitats	<p>Reproduction</p> <p>All living things can produce offspring (young). This is known as reproduction. When reproduction occurs, a male cell fuses with a female cell. In doing so, inherited characteristics from both parents are passed on to their offspring, in a material inside the cells called DNA. DNA</p>	<p>Species</p> <p>Fertilisation</p> <p>Birth</p> <p>Growth</p> <p>Reproduction</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an 		

	<p>insect and a bird (covered in previous unit)</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals <p>CLA Program of Study</p> <p>Reproduction</p> <ul style="list-style-type: none"> Understand that all living things reproduce in order to ensure the continuation of a species. Understand that some characteristics of an organism are inherited, whereas others are acquired or learnt. Appreciate that characteristics may evolve or change over long periods of time and through many generations of a species. 	<p>acts like an instruction manual for the cell, with each instruction in a different section, called a gene. Offspring only inherit some of their characteristics from their parents. Other characteristics depend on the environment they grow in or the things they learn. These are called acquired characteristics.</p> <p>Reproduction is necessary to ensure the continuation of a species. Offspring inherit characteristics from both parents, some of which are inherited through genes. Genes can determine characteristics such as eye and hair colour or the colour of flowers. Other characteristics are acquired, such as the body becoming muscular through exercise or permanent changes to body tissue through injury. Some traits are also learnt due to environment and circumstances. The characteristics of a species may evolve or change over large periods of time.</p>	<p>Offspring Ovum Reproduce Organism Characteristics Inheritance DNA Genes Traits</p>
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Key Assessment Questions	
Animals inc. Humans	<ul style="list-style-type: none"> I can create a timeline to indicate stages of growth in humans.
Living Things and their Habitats	<ul style="list-style-type: none"> I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. I can describe the differences between different life cycles. I can describe the process of reproduction in plants. I can describe the process of reproduction in animals.

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Amazing Inventions- Japan/China	<p>National Curriculum</p> <p>Location Knowledge</p> <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 	<p>Y5 CLA</p> <p>Look at Asia as a continent and research the countries that make up this continent-select contrasting locations within China or Japan (city and a village) for children to focus on what are the similarities and differences between these locations? Would you prefer to live in the city or village-why? How do the occupations change in different locations? What human and economical features are different in each location?</p> <p>Conduct an in depth study of Shanghai or Tokyo- how have these cities changed in the last 100 years? What have been the major changes in these cities and how have the impacted on people's lives? What is the impact from these cities on the environments?)</p> <p>Human</p> <ul style="list-style-type: none"> Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features? <p>Beyond</p>	<p>Country Continent Mountain River Seas Oceans Japan Population Mount Fuji Tokyo Tsunami Volcano</p>

<p>regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within Asia. <p>Human and Physical Geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> Can they report on ways in which humans have both improved and damaged the environment? (acid rain) <p>Physical Beyond</p> <ul style="list-style-type: none"> Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? <p>Geographical Knowledge-</p> <p>Focused on the Asian Continent-Research and present:</p> <ul style="list-style-type: none"> Can they name and locate many of the world's major rivers on maps? Can they name and locate many of the world's most famous mountain regions on maps? Can they locate and name the main countries in Asia on a world map and atlas? <p>Beyond</p> <p>Can they begin to recognise the climate of a given country according to its location on the map? (Focus on Japan/China)</p> <p>Key Information</p> <p>Japan- Population: 127 million people live in Japan (2017) The Japanese name for Japan is "Nihon" or "Nippon" which means "sun origin". Japan belongs to the continent of Asia. Japan is an island nation surrounded by the Sea of Japan to the East and the Pacific Ocean to the West. Japan is made up of 6,852 islands. The highest point in Japan in Mount Fuji, which stands at 3,776m (12,388ft). Tokyo is the capital city of Japan and also the largest city. Other major cities include Osaka, Nagoya, and Sapporo. Japanese is the official language of Japan Japan sits along the "Pacific Ring of Fire", so has many volcanoes and experiences many earthquakes. In 2011, an earthquake of magnitude 9.0 hit Japan and created a tsunami which resulted in much devastation. Almost three quarters of Japan's land is either forest or mountains and is difficult to be made into farms, industrial or residential areas. Due to gases produced by power plants, Japan sometimes suffers from acid rain.</p> <p>China- China's official name is the People's Republic of China, and the capital is Beijing. Over 1.3 billion people live in China, which is more people than any other country in the world. The largest city in China is Shanghai. The currency in China is the yuan. The two main rivers in China are the Yellow River and the Yangtze River. Mount Everest, the tallest mountain in the world, is on the border of China and Nepal. Animals that live in China include the giant panda, snow leopard, red panda, Chinese alligator, and Bactrian camel. The main language in China is Mandarin, but there are many versions of Chinese that people speak – these are called dialects.</p> <p>Asia- Population: more than 4 billion Land Area: 45,036,490 square kilometres (17,388,690 square miles) Countries: 48 Highest Peak: Mount Everest, on the border of Nepal and China, rises 8848 metres (29,029 feet) above sea level. Largest Lake: Caspian Sea Longest River: Yangtze or Chang Jiang. At 3,964 miles (6,380 kilometres) long it's the third longest in the world. Smallest Country (by land area and population): the Maldives, a country made up of 26 atoll islands found in the Indian Ocean. Biggest Country (by land area): the Russian Federation Largest Nation (of people): China Languages: hundreds spoken, for example India alone has 30 official languages and Indonesia has 12, with many more spoken amongst families at home. English, Arabic</p>	<p>Forest Acid Rain China Beijing Shanghai Mount Everest Yellow River Yangtze River Caspian Sea</p>
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and Mandarin Chinese are most common across the continent.
The world's highest peak is here, Mount Everest. On the border between China and Nepal 110 Himalayan peaks reach over 7,300 metres (23,950 feet) into the sky.

Key Assessment Questions	
Human Geography	<ul style="list-style-type: none"> I can explain why people are attracted to live by rivers. I can explain how a location fits into its wider geographical location; with reference to human and economical features. I can explain what a place might be like in the future, taking account of issues impacting on human features. <p>Beyond</p> <ul style="list-style-type: none"> I can report on ways in which humans have both improved and damaged the environment.
Physical Geography	<p>Beyond</p> <ul style="list-style-type: none"> I can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.
Geographical Knowledge	<ul style="list-style-type: none"> I can name and locate many of the world's major rivers on maps. I can name and locate many of the world's most famous mountain regions on maps. I can locate and name the main countries in Asia on a world map and atlas. <p>Beyond</p> <p>I can begin to recognise the climate of a given country according to its location on the map.</p>

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Amazing Inventions-Japan/China	<p>Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Famous Inventors (build an overview of world history) Children to follow an enquiry based model to research a range of inventors and how their work has influenced the way we live today. Children to identify which inventors have had the biggest impact on the way they live in modern life. Children to look at how these inventions fit within a chronology. Children may do a more in depth study of one particular inventor- how this is done and presented can be influenced by the children.</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show when different inventions were created? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they explain the role that Britain has had in spreading Christian values across the world? (British Values) Can they begin to appreciate that how we make decisions has been through a Parliament for some time? (British Values) Do they appreciate that significant events in history have helped shape the country we have today? <p>Beyond</p> <ul style="list-style-type: none"> Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed? 	<p>Time period Timeline Invention Inventor Era Artefact Source Account Recount Revolutionary Hypothesis</p>

	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 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 Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>Historical enquiry</p> <ul style="list-style-type: none"> Can they test out a hypothesis in order to answer a question? <p>Key Information</p> <p>Some examples of famous inventors over time:</p> <ul style="list-style-type: none"> Steve Jobs worked for Apple. He is credited with the invention of the ipad and iphone, amongst other things. Thomas Edison is the inventor of the light bulb, microphone, phonograph and kinoscope. The phonograph was an early record player, and the kinoscope an early movie camera. Stephanie Kwolek invented Kevlar. This is used in bullet proof vests to help keep police and soldiers safer. Alexander Graham Bell invented the telephone. Some people think he invented the word "hello" in order to answer the phone! Sir Tim Berners-Lee invented the World Wide Web. He was given a knighthood by the Queen for doing it. Grace Murray Hopper invented a language that computers could use. It is called COBOL and was one of the earliest computer programming languages. Lois Pasteur invented vaccinations to help fight disease. He also came up with a way of keeping milk fresh for longer. That is why we call milk 'pasteurised'. Nikola Tesla was an expert with electricity. He invented ways of using it safely. 	
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Key Assessment Questions	
Chronological understanding	<ul style="list-style-type: none"> I can use dates and historical language in my work. I can draw a timeline with different time periods outlined which show when different inventions were created.
Knowledge and interpretation	<ul style="list-style-type: none"> I can describe historical events from the different period/s they are studying/have studied. I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. I can explain the role that Britain has had in spreading Christian values across the world. (British Values) I can begin to appreciate that how we make decisions has been through a Parliament for some time. (British Values) I can appreciate that significant events in history have helped shape the country we have today. <p>Beyond</p> <ul style="list-style-type: none"> I appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed.
Historical enquiry	<ul style="list-style-type: none"> I can test out a hypothesis in order to answer a question.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Japan/China	<p>KS2 National Curriculum</p> <p><i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p>Pupils should be taught:</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 	<p>Modern Asian Art The Great Wave of Kanagawa-/Willow Pattern China (Research and study around an artistic style of Asian Art-'The Great Wave off Kanagawa by Katsushika Hokusai or Willow Pattern China. Children to annotate examples of one style of artwork to outline the features, styles and techniques used as well as their own opinions of the work. Children to practise the skills used in the artwork in their sketchbooks building up to creating a final piece of their own watercolour or ink artwork in the style of.)</p> <p>Drawing</p> <ul style="list-style-type: none"> Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? <p>Painting-Watercolour or Ink Drawing</p> <ul style="list-style-type: none"> Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? <p>Knowledge</p> <ul style="list-style-type: none"> Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?



Key Assessment Questions	
Drawing	<ul style="list-style-type: none"> I can identify and draw simple objects, and use marks and lines to produce texture. I successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement. I can show reflections. I can explain why I have chosen specific materials to draw with.
Painting-Watercolour or Ink Drawing	<ul style="list-style-type: none"> I can create a range of moods in my paintings. I express emotions accurately through painting and sketches.
Knowledge	<ul style="list-style-type: none"> I can experiment with different styles which artists have used. I learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Japan/China	National Curriculum	Invent a product for the future-Hydraulics

	<p>When designing and making, pupils should be taught to:</p> <p>Design</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 <p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • 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] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	<p>(Children to conduct market research on popular inventions in the last 10 years. What has made them so successful? Children to learn how basic hydraulic systems work to inform their decision making on a product they could make. Children to begin to design a prototype product-carefully outlining the materials and skills needed to create it. Children to continue to adapt their design as they make it in response to problems that may arise. Children to test and evaluate their final product. To link with Computing and English- children could create a Dragon's Den style sales pitch for their product outlining its uses, potential profits, target audience).</p> <p>TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY:</p> <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria? <p>SPECIFIC SKILLS TO THIS TOPIC:</p> <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • Can they incorporate a switch into their product? • Can they refine their product after testing it? • Can they incorporate hydraulics and pneumatics? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose? <p>Mouldable materials</p> <ul style="list-style-type: none"> • Are they motivated enough to refine and further improve their product using mouldable materials?
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Key Assessment Questions	
Japan/China Inventions	<p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • I can incorporate a switch into my product. • I can refine my product after testing it. • I can incorporate hydraulics and pneumatics.

	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • My measurements are accurate enough to ensure that everything is precise. • I have ensured that my product is strong and fit for purpose.
	<p>Mouldable materials</p> <ul style="list-style-type: none"> • I am motivated to refine and further improve my product using mouldable materials.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Japan/China-Inventions	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 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 	<p>We are app planners- (As part of Enterprise project creating their own invention-can they create a useful app to work alongside their invention?)</p> <ul style="list-style-type: none"> • I can see that a smartphone is a computer. • I can find geotagged photos on a map. • I can come up with interesting problems that I could solve with an app. • I can research apps that already exist that may solve my problem. • I can judge how well apps that already exist work. • I can create and present a well-planned presentation for my app. • I can name and describe the inputs and outputs of smartphones. • I can use GPS to find media (e.g. photos) that have been geotagged. • I can show how apps that already exist will solve a problem. • I can explain how search engines order web pages in a search ('Page Rank'). • I can answer questions about my app well. • I can explain how smartphones connect to the internet through the phone network. • I can explain how GPS works and how it can be used in practice. • I can use different types of media (e.g. video) in my app presentation. <p>E-Safety We are app planners. The pupils consider the capabilities of smartphones and tablet computers, and how these can be used purposefully. They become aware of some of the capabilities of these devices, including how they can be used to record and share location information; they consider some of the implications of this. They use search engines safely and effectively. The pupils could make use of their own tablets or smartphones in school, considering how they can do this safely and to good effect.</p>
		<p>We are interface designers-(As part of Enterprise project creating their own invention-can they create a useful app to work alongside their invention?)</p> <ul style="list-style-type: none"> • I can sketch my ideas for the design of my app. • I can create screen layouts for my app using a wireframing tool. • I can think about how people will use my app as I design it. • I can see how important it is that everyone should be able to use an app. • I can find media assets (e.g. buttons or backgrounds) for my app. • I can sketch my ideas for a user-friendly design of my app. • I can try to design my app so that anyone should be able to use it. • I can create my own media assets for my app. • I can explain how different parts of my app will work together. • I can create user-friendly screen layouts for my app using a wireframing tool. • I can create an attractive design to suit the way people will use my app. • I can follow examples of good design to make sure anyone can use my app. • I can find and credit media assets I use from other places correctly. <p>E-Safety</p>

	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	We are interface designers. The pupils need to think carefully about copyright in relation to both sourcing and creating their own digital content and user interface components for their apps.
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Key Assessment Questions	
App Planners	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
Interface Designers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Japan/China-Inventions	<p>National Curriculum</p> <p>Pupils should be taught to:</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 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 from different traditions and from great composers and musicians develop an understanding of the history of music. <p>CLA Program of Study:</p> <p>Performing</p> <ul style="list-style-type: none"> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <p>Composing</p> <ul style="list-style-type: none"> Can they change sounds or organise them differently to change the effect? 	<p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Classroom Jazz 1-Jazz</p> <p>Suggested Links- History of music - Jazz in its historical context</p> <p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Benjamin Britten - A Tragic Story-Britten (Western Classical music), Blues, Trad Jazz</p> <p>Suggested Links- Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Latin and South African music.</p>

	<ul style="list-style-type: none"> • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? <p>Appraising</p> <ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences? 	
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Key Assessment Questions	
Classroom Jazz 1	<p>Performing</p> <ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can sing and use my understanding of meaning to add expression. • I can maintain my part whilst others are performing their part. • I can perform 'by ear' and from simple notations. • I can improvise within a group using melodic and rhythmic phrases. • I can recognise and use basic structural forms e.g. rounds, variations, rondo form. <p>Composing</p> <ul style="list-style-type: none"> • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use my notations to record groups of pitches (chords). • I can use a music diary to record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. <p>Appraising</p> <ul style="list-style-type: none"> • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think my music is successful or unsuccessful. • I can suggest improvements to my own or others' work. • I can choose the most appropriate tempo for a piece of music. • I can contrast the work of famous composers and show preferences.
Benjamin Britten-A Tragic Story	

R.E.

Topic	Program of Study
Hinduism	<p>Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.</p> <p><i>The areas of Enquiry are as follows:</i></p> <p>A. beliefs, teachings and sources</p> <p>B. practices and ways of life</p>

	<p><i>C. forms of expressing meaning</i> <i>D. identity, diversity, belonging</i> <i>E. meaning, purpose and truth</i> <i>F. values and commitments</i></p> <p>Term 2a-</p> <ul style="list-style-type: none"> ★ Theme/Concept: Hindu Beliefs ★ Enquiry Question: How can Brahman be everywhere and in everything? ★ SMSC- Spiritual, Cultural ★ British Values- Mutual Respect, Tolerance of those of different faiths and beliefs.
Christianity	<p>Term 2b-</p> <ul style="list-style-type: none"> ★ Theme/Concept: Easter/Salvation ★ Enquiry Question: How significant is it for Christians to believe God intended Jesus to die? ★ SMSC- Spiritual, Moral ★ British Values- Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions
Term 2A	How can Brahman be everywhere and in everything?
	<p>WORKING TOWARDS I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>
	<p>Year 5 expectation WORKING AT I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/ cannot be in everything.</p>
	<p>WORKING BEYOND I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2). I can give my own views on the Hindu belief in Brahman.</p>

	Key Assessment Questions
Term 2B	How significant is it for Christians to believe God intended Jesus to die?
	<p>WORKING TOWARDS I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny.</p>

	I can consider important questions about whether Jesus knew He was going to be crucified.
	<p>Year 5 expectation WORKING AT</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>
	<p>WORKING BEYOND</p> <p>I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
China/Japan-Inventions	<p>Philosophy for Children – The Process</p> <ul style="list-style-type: none"> ● Warm-up -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● Presentation of stimulus -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● Thinking time/conversation- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● Formulation of questions- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● Airing of questions-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● Selection (voting)- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● First words-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● Building-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● Final thoughts- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● Review/plan-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. <p>Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:</p> <ul style="list-style-type: none"> ★ Child labour around the world ★ Is technology a good thing? <p>As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.</p>

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Inventions	<p>National Curriculum-KS2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● 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 ● appreciate stories, songs, poems and rhymes in the language ● 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 ● understand basic grammar appropriate to the 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. 	<p>Using the La Jolie Ronde Year 5 Program of Study for FRENCH- using songs, games and resources from the program. La Jolie Ronde makes cross curricular links and encourages oral, auditory and written form of French across the scheme.</p> <p>The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period.</p> <p>Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week.</p> <ul style="list-style-type: none"> ★ Lesson 8- Part 1 and 2- Revision of days of the weeks ★ Lesson 8-Part 3 and 4- Hobbies ★ Lesson 9- Part 1 and 2-Months ★ Lesson 9-Part 3 and 4- Months ★ Lesson 10-Part 1 and 2- Sports/Hobbies ★ Lesson 10-Part 3 and 4- Numbers 0-50 ★ Lesson 11-Part 1 and 2- Fruit/Y3 revision of foods ★ Lesson 11-Part 3 and 4- Fruit/Y3 revision of foods ★ Lesson 12-Part 1 and 2- Food Items ★ Lesson 12-Part 3 and 4- Conjunctions ★ Lesson 13-Part 1 and 2- Keeping Healthy ★ Lesson 13-Part 3 and 4- Keeping Healthy ★ Lesson 14-Part 1 and 2- Breakfast Foods ★ Lesson 14-Part 3 and 4- Breakfast Recipe

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Inventions	<p>National Curriculum</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <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, 	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.</p> <ul style="list-style-type: none"> ★ Unit 3: Dynamic Balance (other sport)Counterbalance

	<p>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>★ Unit 4: Static balance (one leg standing) Netball (High Five) Dynamic Balance to Agility</p>
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Term 3- Space Science

Working Scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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 a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Topic	Program of Study	Subject Knowledge	Vocabulary
Space	Earth and Space	The Solar System	Sun Planets Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Temperature Conditions Solar System Orbit Year Axis Heliocentric Crust Earth's Crust Core Mantle Fault Lines Molten Rock Magma Volcano
	<p>Pupils should be taught to:</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 <p>CLA Program of Study</p> <p>The Solar System</p> <ul style="list-style-type: none"> ● Understand that the Solar System is a group of eight planets orbiting a star, the Sun. ● Know the names of the planets in the Solar System. ● Gain an awareness of the scale of the Solar System and the differences between its planets. 	<p>Our solar system is made up of a star, called the Sun, and eight planets that orbit around it. These planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. The planets vary greatly in size and composition of materials, and orbit at different distances from the Sun. This makes their temperatures, day length and other conditions vary greatly. The Earth is known as a Goldilocks planet, as it is "just right" in terms of all the conditions needed to sustain life.</p> <p>Our Solar System is a group of eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. All of these planets orbit a star called the Sun. The Earth is known as a "Goldilocks Planet". This is because it is the perfect distance from the Sun to allow animals and plants to grow. It is neither too hot nor too cold. The Earth is the only planet that has an atmosphere containing oxygen. It also has water in all three states (solid, liquid and gas). These factors make it possible for Earth to support life.</p> <p>Sun and Earth</p> <p>The Sun is at the centre of the Solar System. The planets, including the Earth, orbit around it. The orbit of the Earth around the Sun takes 365¼ days. This is a period we call one year. Instead of having a quarter day each year, we have a leap year (366 days) every four years. As the Earth orbits the Sun it spins on its axis. This rotation takes 24 hours and is called one day. At any one time, half the Earth is facing the Sun (daytime) and the other half is in shadow (nighttime).</p>	

<ul style="list-style-type: none"> Understand that Earth is the only planet that can sustain life. <p>Sun and Earth</p> <ul style="list-style-type: none"> Know that the Sun is at the centre of the Solar System and does not move. Know that the Earth orbits the Sun and takes 365¼ days (one year) to complete one revolution. Know that the Earth spins on its own axis and takes 24 hours (one day) to complete a rotation. Know that the Earth's spin creates day and night. Understand why the Sun appears to move through the sky from east to west. Appreciate the purpose of a leap year. <p>The Moon</p> <ul style="list-style-type: none"> Know that the Moon orbits the Earth and takes approximately 28 days to complete one rotation. Understand how the Moon passes through different phases. Appreciate that the Moon's path may give rise to solar and lunar eclipses. Be introduced to the idea that the pull of gravity from the Moon and Sun causes tides on Earth. Know that the Moon is a satellite of Earth. 	<p>The Sun is at the centre of the Solar System and does not move. In other words, the Solar System is heliocentric. The Earth rotates on its axis, taking 24 hours (one day) to make one complete rotation. The half of the Earth that faces the Sun experiences daytime. The half that faces away from the Sun experiences nighttime. The Earth spins anti-clockwise. It orbits the Sun. It takes 365¼ days (one year) for the Earth to make a full revolution around the Sun. A calendar year is 365 days long. This means that every four years, a day (February 29th) is added to the calendar to make up for this "lost" time. We call this year a leap year.</p> <p>The Earth is made up of different layers. The outer layer, known as the crust, is covered in lands and oceans. The crust is made of huge plates of solid rock that float on a thick layer between the Earth's crust and core. This layer is called the mantle. When the plates rub against each other at fault lines, earthquakes can occur. This rubbing can also cause molten rock, known as magma, to force its way up through plates and escape from volcanoes. The magma escapes as eruptions of lava. Earthquakes can also cause major changes to the Earth's surface. Water erosion is another factor that can cause significant changes to the Earth's surface over time. For example, water erosion can trigger landslides.</p> <p>The Moon is a satellite of the Earth. It completes its orbit in 29½ days. We call this a lunar month. During this time, we see the Moon's different phases as its shape changes. When the Earth's orbit places it directly between the Sun and Moon, it blocks the light. This is a lunar eclipse. If the Moon passes between the Sun and the Earth, a solar eclipse occurs. Tides are caused in the Earth's seas by the "pull" of the Sun and Moon's gravities.</p> <p>The Moon</p> <p>The Moon is a natural satellite (a body that remains in orbit around a planet) of the Earth. It takes approximately 28 days, a lunar month, to make one complete orbit. During this time the shape of the Moon appears to change.</p> <p>We see the Moon because it reflects light from the Sun. A shadow is created on Earth when the Moon passes directly between the Sun and the Earth. This is called a solar eclipse. When the Moon passes directly behind the Earth, the Earth blocks light from the Sun and creates a shadow. This is called a lunar eclipse.</p> <p>The Moon is a satellite of the Earth. It completes its orbit in 29½ days. We call this a lunar month. During this time, we see the Moon's different phases as its shape changes. When the Earth's orbit places it directly between the Sun and Moon, it blocks the light. This is a lunar eclipse. If the Moon passes between the Sun and the Earth, a solar eclipse occurs. Tides are caused in the Earth's seas by the "pull" of the Sun and Moon's gravities.</p>	<p>Water Erosion Moon Satellite Orbit Lunar Month Tides</p>
<p>Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force 	<p>Gravity?</p> <p>Everything that exists exerts a gravitational force, the size of which depends on mass. The gravitational field (the region where the pull can be felt) is only noticeable on very large objects, such as stars, planets</p>	<p>Gravity Gravitational Force Gravitational Field Stars Planets</p>

<p>of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> • 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 <p>CLA Program of Study</p> <p>Gravity?</p> <ul style="list-style-type: none"> • Understand that gravity is the force that holds everything in the Universe together. • Understand the difference between mass and weight. • Know that Earth's gravity pulls everything around it towards its centre. • Understand that weight is the force of gravity acting on an object. <p>Friction</p> <ul style="list-style-type: none"> • Understand that friction is the force created when two surfaces rub together. • Know that friction produces heat and always slows down a moving object by acting in the opposite direction to its movement or intended movement. • Understand that friction can be useful, as it creates tension and grip. • Understand that friction is not only created between solid objects – air and water resistance are also examples of friction. <p>Gears and Pulleys</p> <ul style="list-style-type: none"> • Understand that machines can be used to make a force applied in one direction create movement in another direction. • Be familiar with the idea of different gear ratios and their uses. • Appreciate that gears, levers and pulleys can be used to create a mechanical advantage and make a task that requires force easier to perform. 	<p>and moons. Gravity pulls towards the centre of the object exerting it.</p> <p>Mass is a measure of the amount of matter in an object and does not change. The force of gravity acting on an object is called its weight. This will change depending on the amount of gravity the object experiences.</p> <p>Gravity is a force of attraction that pulls everything in the Universe together. Everything that exists has a gravitational pull. The size of this gravitational pull depends on the object's mass. In a vacuum, objects of different mass fall at the same rate. This is because the sole force that is acting upon them is gravity. We only notice gravity from extremely large objects, such as the Earth or other planets, which cause objects to accelerate towards their centre. The gravitational field is the area around an object where the force of gravity can be felt.</p> <p>Weight is the force of gravity acting on an object. On Earth, gravity causes objects to accelerate at approximately 10N/kg. Each kilogram of mass has a weight, or force, of around 10N. Mass is a measure of the amount of matter inside an object. It is unchanging. Weight, on the other hand, depends on the force of gravity experienced. In space, gravity is extremely low, so a body becomes weightless but its mass stays the same.</p> <p>Friction</p> <p>Friction is produced whenever two surfaces (which can be solid, liquid or gas) rub together. Friction is the force that acts in the opposite direction to the movement or intended movement of an object. It slows the object's movement and generates heat energy. This is "wasted energy", so it is often desirable to reduce friction.</p> <p>Friction also creates tension and grip, which have many uses. When objects move through air, the friction produced is known as air resistance. When objects move through water, the friction produced is known as water resistance.</p> <p>Friction is a force that is created when any two surfaces rub together. It acts in the opposite direction to the intended movement, generating heat and causing deceleration. Friction is useful when it creates grip, such as between tyres and a road surface. Friction occurs when objects move through the air – this is known as air resistance. Likewise, in water, objects encounter water resistance. Friction can also create electrostatic charges in some materials.</p> <p>Gears and Pulleys</p> <p>Forces act in the direction that they are applied. Machines can be used to alter the direction of the movement created by an applied force. Gears, levers and pulleys can provide a mechanical advantage. This means that the force needed to move an object is reduced.</p> <p>Machines such as levers, gears and pulleys can be used to make work easier. They apply a force in one direction to generate movement in another. These can also be used to gain mechanical advantage. For</p>	<p>Moons Mass Universe Gravitational Pull Vacuum Earth Weight Force Friction Air resistance Water resistance Deceleration Gears Lever Pulleys Mechanical advantage</p>
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		example, gear ratios on a bike make the effort of pedalling uphill easier; pulleys enable easier lifting of heavy loads.	
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Key Assessment Questions	
Earth and Space	<ul style="list-style-type: none"> I can describe and explain the movement of the Earth and other planets relative to the Sun. I can describe and explain the movement of the Moon relative to the Earth. I can explain and demonstrate how night and day are created. I can describe the Sun, Earth and Moon (using the term spherical).
Forces	<ul style="list-style-type: none"> I can explain what gravity is and its impact on our lives. I can identify and explain the effect of air resistance. I can identify and explain the effect of water resistance. I can identify and explain the effect of friction. I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Space	National Curriculum Locational Knowledge <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 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 	CLA Y5 Locational Knowledge- Study of the UK- use aerial maps and satellites to support finding out and presenting the human and physical characteristics of Britain. How do aerial maps and satellite images tell us different information to ground based imagery? How can we use each source for a different purpose?) <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 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 (using aerial maps/Google Earth.) Geographical Enquiry Tim Peake- Use some of the Programs of Learning on STEM to research Satellite Imagery of the Earth and how this is used across the world in different ways e.g. the work satellites are used for in rescue missions for disaster sites- combine with role play of a 'disaster zone' children to work out how they would use satellite imagery to save lives and see where the danger zones are; planning out a rescue mission -new accommodation, how they will transport food parcels etc. Study what we can observe through careful study of Satellite imagery e.g. They might look for: Man-made and natural features, Evidence of people or other living things including plants Any changes in height Indications of the climate The location (coastal, mountain region, plain, city etc) Anything else they find interesting. Pairs might then be put into quads to explain) <ul style="list-style-type: none"> Can they collect information about a place and use it in a report? Can they map land use? Can they find possible answers to their own geographical questions? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time? 	Human Physical Topographical Hills Mountains Coasts Rivers latitude, Longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer Tropics of Capricorn Arctic and Antarctic Circle Prime/Greenwich Meridian Satellite Ground Imagery

	<p>and time zones (including day and night)</p>	<p>Beyond</p> <ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? (Or travelling to another planet.) <p>Key Information</p> <p>Teacher notes for Tim Peake Program of Study: https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/37519-Imaging%20the%20earth%20-%20teacher%20guide%20final.pdf</p> <p>Satellites provide a unique viewpoint, allowing us to monitor our planet and photograph its beauty and power. Satellite images have a wide range of uses, some of which are explored in this series of activities.</p> <p>The Astro-Pi board carries both visible-wavelength and near-IR cameras, which can be pointed towards the earth with a similar view to this camera aboard the ISS.</p> <p>Satellite/Ground Imagery</p> <p>The scale of each satellite image is very small – the area shown is large but details are hard to see. Height is difficult to judge – Mt Taranaki, for instance, looks like it might be flat (or even a hole) The images contain both natural and man-made features. Differences include symmetry, straight lines and shapes that are clearly designed.</p> <p>Use of Satellite in Disaster Zones</p> <p>Space Agencies around the world share data covering disaster zones under an international agreement – governments, emergency services and other relief agencies then use this data to plan their work – often in places where ground-level information is scarce and access is difficult.</p>	
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Key Assessment Questions	
Locational Knowledge	<ul style="list-style-type: none"> • I can 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 • I can 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
Geographical Enquiry	<ul style="list-style-type: none"> • I can collect information about a place and use it in a report. • I can map land use. • I can find possible answers to their own geographical questions. • I can make detailed sketches and plans; improving their accuracy later. • I can plan a journey to a place in another part of the world, taking account of distance and time. <p>Beyond</p> <ul style="list-style-type: none"> • I can work out an accurate itinerary detailing a journey to another part of the world.

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Space	<p>National Curriculum Key stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality • 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 • Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>Chronology of Space: Main Events linked to space development (Neil Armstrong/Tim Peake/ main changes in history) Children to research and investigate the history of space travel through an enquiry based approach. Children to learn about key events within space travel e.g. inventions, discoveries and people. Children to present their learning in a range of forms to showcase their skills. Children may also be interested to take an enquiry approach to investigate conspiracy theories around an aspect of space travel e.g. the moon landing and look carefully at different sources of evidence to support their research- this could be linked with English.</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different periods of space travel? • Can they use their mathematical skills to work out exact time scales and differences as need be? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Do they appreciate that significant events in history have helped shape the country we have today? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? <p>Key Information</p> <ul style="list-style-type: none"> • The first person in space was Yuri Gagarin from the Soviet Union, who travelled into orbit around the Earth in 1961. • 9 March 1934 – 27 March 1968, Soviet pilot and cosmonaut. • The first human to journey into outer space in Vostok 1 spacecraft on April 12, 1961. After re-entry, Gagarin ejected from the craft and landed safely by parachute. • After the mission, Gagarin became an international celebrity, and was awarded many medals and honours. • Vostok 1 was his only spaceflight. • Gagarin died when his training jet crashed in 1968. The precise cause of the crash is uncertain. • Valentina Tereshkova • Chosen out of more than 400 applicants. • She was selected to pilot Vostok 6 on the 16th of June 1963 - almost 50 years ago! • During her 3 day mission, she performed various tests on herself to collect data on the female body's reaction to spaceflight. • Before being recruited as a cosmonaut, Tereshkova worked in a textile-factory and was an amateur parachutist. • After her space career she worked in Russian politics. <p>Space Timeline</p> <ul style="list-style-type: none"> • October 4, 1957 - Sputnik 1, the world's first artificial satellite, is put into Earth orbit by the Soviet Union. The space age has begun. • November 3, 1957 - The first living creature, a Soviet dog named Laika, orbits Earth in Sputnik 2. • April 12, 1961 - Soviet cosmonaut Yuri Gagarin becomes the first person to travel into space. • June 16, 1963 - Soviet cosmonaut Valentina Tereshkova becomes the first woman in space. • March 18, 1965 - Soviet cosmonaut Alexei Leonov makes the first space walk. 	<p>Chronology Timeline Period Space Travel Time Scale Comparison Significant Significance Hypothesis</p>

		<ul style="list-style-type: none"> • July 20, 1969 - The US astronaut Neil Armstrong is the first to walk on the Moon. • April 12, 1981 - Launch of the first reusable space vehicle, the US space shuttle, Columbia. • April 24, 1990 - Launch of the Hubble Space Telescope on board the space shuttle Discovery. • November 20, 1998 - Zarya, the first part of the International Space Station, is launched. • November 2, 2000 - The first crew boards the International Space Station. • March 6, 2009 - The Kepler space telescope is launched. It will look for planets that may harbour life. 	
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Key Assessment Questions	
Chronological understanding	<ul style="list-style-type: none"> • I can use dates and historical language in my work. • I can draw a timeline with different time periods outlined which show different periods of space travel. • I can use my mathematical skills to work out exact time scales and differences as need be.
Knowledge and interpretation	<ul style="list-style-type: none"> • I can describe historical events from the different period/s I am studying/have studied. • I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • I appreciate that significant events in history have helped shape the country we have today.
Historical enquiry	<ul style="list-style-type: none"> • I can test out a hypothesis in order to answer a question.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Space	<p>KS2 National Curriculum</p> <p><i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p>Pupils should be taught:</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 	<p>Collage (research examples of mosaic art, practise the skills involved with mosaic tiling. Create paper collage examples of designs for space art in sketch books to inform decision for final design.)</p> <ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion? <p>Sketchbooks</p> <ul style="list-style-type: none"> • Do they keep notes in their sketchbooks as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others? <p>Peter Thorpe Space Art (Research and study around the artist Peter Thorpe. Children to annotate examples of his work to outline the features, styles and techniques used as well as their own opinions of his work. Children to practise the skills used in his artwork in their sketchbooks building up to creating a final piece of their own space artwork using paint and/or oil pastels combined.)</p> <p>Drawing</p> <ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement?



		<ul style="list-style-type: none"> • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? <p>Painting (acrylic or oil pastel)</p> <ul style="list-style-type: none"> • Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? <p>Sketchbooks</p> <ul style="list-style-type: none"> • Do they keep notes in their sketchbooks as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others?
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	Key Assessment Questions
Collage	<ul style="list-style-type: none"> • I can use ceramic mosaic to produce a piece of art. • I can combine visual and tactile qualities to express mood and emotion.
Sketchbooks	<ul style="list-style-type: none"> • I keep notes in my sketchbook as to how I might develop my work further. • I use my sketch books to compare and discuss ideas with others.
Drawing	<ul style="list-style-type: none"> • I can identify and draw simple objects, and use marks and lines to produce texture. • I can successfully use shading to create mood and feeling. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can show reflections. • I can explain why they have chosen specific materials to draw with.
Painting	<ul style="list-style-type: none"> • I can create a range of moods in my paintings. • I can express emotions accurately through painting and sketches.
Knowledge	<ul style="list-style-type: none"> • I can experiment with different styles which artists have used. • I can talk about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Space	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating 	<p>We are artists (Linked to space art project)</p> <ul style="list-style-type: none"> • I can create a tessellating pattern. • I can write a program to draw a simple shape. • I can create a pattern using overlapping shapes. • I can create a pattern using different repeated shapes. • I can create a computer-generated image of a landscape. • I can create a tessellating pattern using more complicated shapes.

	<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> • I can use repetition in Scratch to draw a complicated geometric shape. • I can use the tile clone tool to create a pattern using different kinds of shapes. • I can create a computer-generated image of a landscape that looks good. • I can write blocks of script in Scratch to create a complicated geometric shape. • I can explain how computers create realistic landscapes. <p>E-Safety We are artists The unit provides an opportunity to reinforce messages around safe searching and evaluating the quality of online content. If the pupils upload their work for others to see, they should consider the importance of protecting personal information as well as recognising that they are sharing their own copyrighted work with an audience.</p> <hr/> <p>We are architects</p> <ul style="list-style-type: none"> • I can use the web to find out about virtual art galleries. • I can create simple objects using SketchUp. • I can create a simple gallery space in SketchUp. • I can add furniture to my gallery in SketchUp. • I can add my own artwork to my gallery. • I can create a virtual tour of my gallery. • I can find features that all art galleries share using the web. • I can create a detailed 3D object using SketchUp. • I can add textures and finishing touches to my gallery using SketchUp. • I can create a virtual tour of my gallery with an audio commentary. • I can create an attractive detailed 3D object using SketchUp • I can create a detailed series of rooms and spaces in SketchUp. • I can create furniture for my gallery in SketchUp. • I can use Movie Maker to edit the virtual tour of my gallery. <p>E-Safety We are architects. The pupils should observe good practice when searching for and selecting digital content. If the pupils choose to locate their 3D models geographically, they should avoid sharing private information. The pupils should think about copyright when adding content to their model or publishing images or videos of their model.</p>
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Key Assessment Questions	
Artists	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
Architects	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Space	<p>National Curriculum</p> <p>Pupils should be taught to:</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 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 from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>CLA Program of Study:</p> <p>Performing</p> <ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <p>Composing</p> <ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? <p>Appraising</p> <ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences? 	<p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Stop!- Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Suggested Links- Composition, bullying.</p> <hr/> <p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Reflect,Rewind,Replay-Western Classical music and your choice from Year 5</p> <p>Suggested Links- Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music</p>

	Key Assessment Questions
Stop!	Performing

Reflect, Rewind, Replay	<ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can sing and use my understanding of meaning to add expression. • I can maintain my part whilst others are performing their part. • I can perform 'by ear' and from simple notations. • I can improvise within a group using melodic and rhythmic phrases. • I can recognise and use basic structural forms e.g. rounds, variations, rondo form. <p>Composing</p> <ul style="list-style-type: none"> • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use my notations to record groups of pitches (chords). • I can use a music diary to record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. <p>Appraising</p> <ul style="list-style-type: none"> • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think my music is successful or unsuccessful. • I can suggest improvements to my own or others' work. • I can choose the most appropriate tempo for a piece of music. • I can contrast the work of famous composers and show preferences.
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R.E.

Topic	Program of Study
Hinduism	<p>Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.</p> <p><i>The areas of Enquiry are as follows:</i></p> <p>A. beliefs, teachings and sources B. practices and ways of life C. forms of expressing meaning D. identity, diversity, belonging E. meaning, purpose and truth F. values and commitments</p> <p>Term 3a-</p> <ul style="list-style-type: none"> ★ Theme/Concept: Beliefs and Moral Values ★ Enquiry Question: Do beliefs in karma, samsara and moksha help hindus lead good lives? ★ SMSC- Spiritual, Moral ★ British Values-Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs.
Christianity	<p>Term 3b-</p> <ul style="list-style-type: none"> ★ Theme/Concept: Beliefs and Practices ★ Enquiry Question: What is the best way for a Christian to show commitment to God? ★ SMSC- Spiritual, Cultural ★ British Values-Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions
Term 3A	Do beliefs in karma, samsara and moksha help hindus lead good lives?
	WORKING TOWARDS I can say how considering the outcomes of an action can affect how you choose to act. I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a difference to how Hindus choose to live.
	Year 5 expectation WORKING AT I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not.
	WORKING BEYOND I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.

	Key Assessment Questions
Term 3B	What is the best way for a Christian to show commitment to God?
	WORKING TOWARDS I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.
	Year 5 expectation WORKING AT I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.
	WORKING BEYOND I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Space	Philosophy for Children – The Process

	<ul style="list-style-type: none"> ● Warm-up -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● Presentation of stimulus -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● Thinking time/conversation- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● Formulation of questions- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● Airing of questions-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● Selection (voting)- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● First words-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● Building-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● Final thoughts- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● Review/plan-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. <p>Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:</p> <ul style="list-style-type: none"> ★ Would you live on another planet? ★ Is there life on other planets? <p>As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.</p>
	<p>Y5 Sex and Relationships Education</p> <p>Puberty and Changes- The purpose of Sex and Relationship Education (SRE), in Year 5, is to provide knowledge and understanding of how the human body changes during puberty. If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices.</p>

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Space	<p>National Curriculum-KS2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Using the La Jolie Ronde Year 5 Program of Study for FRENCH- using songs, games and resources from the program. La Jolie Ronde makes cross curricular links and encourages oral, auditory and written form of French across the scheme.</p> <p>The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period.</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 appreciate stories, songs, poems and rhymes in the language 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 understand basic grammar appropriate to the 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. 	<p>Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week.</p> <ul style="list-style-type: none"> ★ Lesson 15- Part 1 and 2- French dessert recipe ★ Lesson 15-Part 3 and 4- French dessert recipe ★ Lesson 16- Part 1 and 2-Days of the week/months ★ Lesson 16-Part 3 and 4-Weather ★ Lesson 17-Part 1 and 2- Revision of weather/phrases ★ Lesson 17-Part 3 and 4- Seasons ★ Lesson 18-Part 1 and 2- Where do you live? ★ Lesson 18-Part 3 and 4- Where do you live? ★ Lesson 19-Part 1 and 2- Similarities and Differences UK and France ★ Lesson 19-Part 3 and 4- Stereotypes ★ Lesson 20-Part 1 and 2- Similarities and Differences French and British Supermarkets ★ Lesson 20-Part 3 and 4- Similarities and Differences French and British Supermarkets
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P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Space	<p>National Curriculum</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.</p> <ul style="list-style-type: none"> ★ Unit 5: Static balance small base/ Athletics/Coordination/floor movement ★ Unit 6: Agility - Ball Chasing/Tennis Cricket/Rounders/Coordination with Equipment