

Year Five Curriculum Map Medium Term Plan 2022 - 2023

Autumn Term One – What was the greatest achievement for each civilisation?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	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	What was the greatest achievement for each civilisation? - Who were the earliest civilisations? Look at a selection of artefacts (pictures), children to explore where they might be from and what they tell us about the civilisations. - Where were they located and when did they live? Locate the 4 civilisations on a map, add key features (rivers), discuss why these areas were settled in (rivers) and explore why rivers were important (washing, irrigation, travel, defence etc.) - Becoming an expert about one civilisation. In groups, children to research one of the civilisations using books, information packs and internet. Research to focus on key areas (•innovations and developments made by the civilization and important knowledge they possessed; facilities in their cities; use of writing/science/technology/ mathematics etc; how their society was structured e.g. rulers/ government/ levels of society) - Prepare a presentation of research – poster, powerpoint – then present to each other. Children to decide which achievement was the greatest for each one and give reasons to justify their choice. - Present final choice in a format of children’s choice FOREST SCHOOL LINKS: - Irrigation channels - Moving water - Crop planting
Geography		
MFL	- 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	<u>My School, My subject (Spanish):</u> - Talking about us- introduce myself with simple sentences. - Explain in more detail how I am feeling. - Give some important details about myself and others.

	• 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 writing2 Languages – key stage 2 3 • 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.	4. Like or dislike a school subject. 5. Give my opinion about school subjects.
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RHE	• Living in the wider world (part 1) • To be given the opportunity to research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations. • To learn why and how rules and laws that protect me are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.	• Revisit SHIELD values with the class and review the class charter created in July – link to SHIELD values. • International Democracy (SHIELD ambassador voting) • Recycling Week • Healthy Eating week • Walk to School week • Harvest Festival
RE	• Belonging (<i>in Islam</i>)	Step 1 Enquire: Children can describe in simple terms their response to the concept of <i>belonging</i> Step 2 Contextualise: They can identify simple examples of how <i>belonging</i> can be applied in their own and others' lives. Step 3 Evaluate: They can describe in simple terms what it means to <i>belong</i> to something. Step 4 Communicate: They can simply describe how <i>belonging</i> is important to Muslims. Step 5 Apply: They can evaluate, by describing in simple terms, the importance to believers and to themselves of <i>belonging</i>.
Computing	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • 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 • 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;	<u>Sharing information</u> • Systems - introduces learners to the concept of a system. Learners will develop their understanding of components working together to make a whole. • Computer systems and us - learners will consider how larger computer systems work. Learners will consider how devices and processes are connected. • Transferring information - introduces the idea that parts of a computer system are not always in the same place or country. Instead, those parts of a system must transfer information using the internet. • Working together - learners will consider how people can work together when they are not in the same location. They will discuss ways of working and start a collaborative online project. • Better working together - learners will reflect on how they worked together in the previous lesson and how their working together might be improved. • Shared working - lesson introduces learners to another approach to online working: reusing and modifying work done by someone else, e.g. using Scratch programming tool, which allows learners to use other people's work. <u>E-Safety – see Project Evolve Autumn 1</u> Self-image and identity Online Relationships

	identify a range of ways to report concerns about content and contact	Online Reputation Online Bullying Managing Online Information Health, well-being and lifestyle Privacy and Security Copyright and Ownership
Art	- 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]	Using different techniques to create pictures of vases from the different early civilisations - Children to develop skill in drawing pot/vase using pencil – use video tutorial to develop skill of shading to create 3D effect. - Children then use photocopy of their original pot/vase with watercolours to create a picture inspired by Ancient Sumer pictures. - Using their original vase picture, children use coloured pencils to develop blending skills to make their vase look like an artefact from the Shang Dynasty - Using their original vase picture, children use range of art pencils to develop blending skills to make their vase look like an artefact from the Indus Valley
DT	N/A	
Music	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	<u>Charanga Scheme - Rock – Key Song: Livin’ on a Prayer by Bon Jovi</u> Over the course of this music block, children will: - Listen and Appraise the song Livin’ On A Prayer and other Classic Rock songs: - Have opportunities to do a range of musical activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups) - Flexible Games (optional extension work) - Learn to Sing the Song - Play Instruments with the Song - Improvise with the Song (and optional extension activities) - Compose with the Song - Perform the Song - perform and share your learning as you progress through the Unit of Work.
SRE	<u>PSHE & Citizenship Framework</u> to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way	Talking About Puberty Sessions key focus Children will explore the emotional and physical changes that occur during puberty Children will learn about the main physical and emotional changes that happen during puberty.

	- learn about how the body changes as children approach puberty <u>National Curriculum Science</u> - that the life processes common to humans and other animals include nutrition, movement, growth and reproduction - about the main stages of the human life cycle	Children will learn the accurate scientific names for parts of the body that change during puberty. They will also learn and discuss the emotional changes that can occur and why they happen.
Science	Statutory requirements - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments.	Evolution and adaptation - Children to recognise that living things have changed over time. Use information from video source to place the dates in chronological order and discuss what happened at each stage. - Children to focus on the evolution of a horse from Eohippus to Equus, identifying changes that happen, recording stages through written and illustrated diagrams. - Children explore how fossils are made, using information from books and research online. Record the stages of how a fossil is created. - Children make their own fossil using clay, shells and plaster of paris. Discuss which bits link to the stages they researched earlier. - Children explore how animals, including humans, have adapted over time and the factors that cause adaptation to occur.
PE	- 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 - take part in outdoor and adventurous activity challenges both individually and within a team	Swimming – over the course of the lessons, the children will work towards the key objectives for Year 5 children: - perform safe self-rescue in different water-based situations - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - swim competently, confidently and proficiently over a distance of at least 25 metres

	• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
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Autumn Term Two – Where in Russia would you launch a space rocket?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History		
Geography	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge - 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 North or South America	Where would you launch space rocket from in Russia? - Children asked to demonstrate what they already know about Europe by competing questions about flags, countries, sports teams, capital cities, any politicians and other facts. - Children then use map skills to locate countries, capital cities and other features on map of eastern Europe. - Children to focus on the landscapes of key areas ranging across eastern Europe/Russia, rivers, lakes, mountains, coastlines and area of selected counties. - Children to do research on the range of climates across area of eastern Europe/Russia ranging from the Arctic circle down to turkey. Include position and significance of latitude and longitude of the area. - Children compare and contrast the way humans use the areas they have been researching, using fact files and internet. How do these areas compare to their own (Andover)? - Children to decide where in the area they have been researching they believe would be a good place to launch a space rocket from, linking their choices to facts they have discovered throughout the project. FOREST SCHOOL LINKS: - Water Rockets
MFL	- 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*	<u>Time in The City (Spanish)</u> - Understand some facts about a city in Spain. - Ask for a ticket - Give some simple directions around town. - Say and write a simple description of the city. - Buy an item and ask for the price. - Describe a festive jumper.

	• 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 writing8 Languages – key stage 2 3 • 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.	
RHE	<u>Relationships (Part 1)</u> • To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. • To recognise what constitutes a positive, healthy relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support with problems) and develop the skills to form and maintain positive healthy relationships. • To recognise how people sometimes behave differently online, including by pretending to be someone they are not. • To understand personal boundaries; to identify what I am willing to share with special people, friends, classmates and others; and that we all have a right to privacy.	Weekly themes: • Firework Safety • Anti-bullying week • RW Friendship week • RW Internet Safety week • RW Secret Keeping Week • RW Christmas (family)

	To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.	
RE	Christmas: the two birth narratives (Interpretation)	Step 1 Enquire: explain the meaning of the word <i>interpretation</i> Step 2 Contextualise: explain why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible Step 3 Evaluate: explain the value of the two <i>interpretations</i> for Christians and describe some issues raised Step 4 Communicate: explain a personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience Step 5 Apply: explain how their ideas about <i>interpretation</i> may affect their experiences and others' experiences.
Computing	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.	<u>Vector Drawing (using Google Draw)</u> - The drawing tools - children will be introduced to vector drawings and begin to have an understanding that they are made up of simple shapes and lines. - Create a vector drawing - children will begin to identify the shapes that are used to make vector drawings. They will be able to explain that each element of a vector drawing is called an object. Children will create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They will also learn how to duplicate the objects to save time. - Being effective - children will continue to increase the complexity of their vector drawings by using the zoom tool to help them add detail. They will begin to understand how grids and resize handles can be used to improve consistency in their drawings and use tools to modify objects, creating different effects. - Layers and objects - children will gain an understanding of layers and how they are used in vector drawings. They will learn that each object is built on a new layer and that these layers can be moved forward and backward to create effective vector drawings. - Manipulating objects - children will be taught how to duplicate multiple objects. They will learn how to group objects to make them easier to work with, how to copy and paste these images, and then make simple alterations. - Get designing! – children will understand how digital images can be made from shapes or pixels. They will suggest and implement improvements to vector drawings and complete the unit by creating their own labels for the classroom using the skills they have learned. <u>E-Safety – see Project Evolve Autumn 2</u> Self-image and identity Online Relationships

		Online Reputation Online Bullying Managing Online Information Health, well-being and lifestyle Privacy and Security Copyright and Ownership
Art	- 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] Paper Mache - about great artists, architects and designers in history	<u>Make Space art using mixed media</u> - Children to look at pictures of planets/space – explore the colours and taken through telescopes/satellites. - Using inspiration from pictures, children to use chalk on black sugar paper to create own space inspired pictures. Develop blending and shading techniques using the chalk. - Children to make own 3D planet made from papier mache – use balloons, newspaper etc. - Planets to be painted to represent one of the planets in our solar system. Children to choose which planet they will make.
DT		
Music	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	<u>Charanga Scheme = Hip Hop – Key Song: Fresh Prince of Bel Air by Will Smith</u> Over the course of this music block, children will: - Listen and Appraise the song Fresh Prince of Bel Air and other Classic Hip Hop songs: - Have opportunities to do a range of musical activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups) - Flexible Games (optional extension work) - Learn to Sing the Song - Play Instruments with the Song - Improvise with the Song (and optional extension activities) - Compose with the Song - Perform the Song - perform and share your learning as you progress through the Unit of Work.
SRE	PSHE & Citizenship Framework - To talk and write about their opinions, and explain their views on issues that affect themselves and society - To explore how the media present information - To recognise and challenge stereotypes	<u>Becoming Men and Women</u> Learning Intention Children will discuss and consider gender stereotyping and sexuality - Children will understand how attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture - Children will be able to explain, recognise and challenge gender stereotypes

	That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability	Children will explore and learn about how media messages affect attitudes, can cause inequality of opportunity and affect behaviour
Science	<u>Science NC refs:</u> - 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.	<u>Earth and Space</u> - Children to explain that Sun, Earth and Moon as approximately spherical bodies by understanding how this knowledge has been attained. Children identify scientific evidence that has been used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view. - Children to describe the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system. - Children to use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth's rotation. - Children investigate night and day in different parts of the Earth. - Children describe the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth.
PE	- 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 - 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.	<u>Gymnastics – create longer sequences individually, with a partner and a small group</u> <u>perform symmetrical and asymmetrical balances.</u> <u>develop the straight, forward, straddle and backward roll.</u> <u>explore different methods of travelling, linking actions in both canon and synchronisation.</u> <u>perform progressions of inverted movements.</u> <u>explore matching and mirroring using actions both on the floor and on apparatus.</u> <u>to create a partner sequence using apparatus</u> <u>Stow Sports – Netball + Basketball</u>

Spring Term One – What was everyday life like for men, women and children in Ancient Egypt?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	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	- Slow reveal activity from the Everyday Life PowerPoint What does the image show? To what period do pupils think the picture belongs? Discuss and explore children initial thoughts and ideas about ancient Egypt. - Washing line activity. Children are given a picture or statement card. They listen to the story 'Nebamun's Day' and peg their image/card onto the washing line at the appropriate point in the story as it progresses. Did they expect so much to be happening in ancient Egypt? Discuss sources of evidence that provide us with information about ancient Egyptian life. - Children (in groups) to sort collection of pictures from previous activity and add captions explaining what they can see going on in the picture. - Children attempt to sort the pictures and captions into specified groups: 'work', 'leisure', 'goods', 'other'. Pupils could also try to analyse the sources looking specifically for information on women or the poor. Discuss what the groupings show or infer about Egyptian society. - Children to create improved captions for the pictures they have been studying, adding facts from their analysing to provide more informative details about what life was like for the ancient Egyptians. FOREST SCHOOL LINKS: Making flatbreads
Geography		
MFL	- 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	<u>Healthy eating and going to the market (Spanish)</u> - Fruits and vegetables - Talk and write about fruits and vegetables - Take part in a class survey about favourite fruits and vegetables. - Ask for the price of a fruit or vegetable. - Participate in a simple shopping conversation. Understand and use instructions to make my own recipe.

	• 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 writing¹³ Languages – key stage 2 3 • 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.	
RHE	<u>Health (part 1)</u> • To know how and when to seek support. • To know where and how to seek support (including the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the support is made available, especially is accessed early enough. • To critically examine what is presented to me in social media and why it is important to do so; understand how information contained in social media can	• RW New Year's Resolutions (Physical Health and Fitness - Health) • Pre-learning for Safer Internet Week (Internet Safety and Harms - Health) • RW Communicating Emotions and Making Choices (Mental Wellbeing- Health) • Children's Mental Health Week / Time to talk day: (Mental Wellbeing - Health) • Safer Internet Week / Day: (Internet Safety and Harms - Health) • Random Acts of Kindness Week / Day: (Mental Wellbeing - Health) Big focus on Internet Safety, awareness of behaviour and actions of people online including themselves.

	misrepresent or mislead; the importance of being careful what they forward to others. - To learn that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place. - To critically examine how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know in the media.	
RE	Creation (stewardship) - describe/explain what stewardship is - describe/explain how stewardship is expressed within the Muslim world view - evaluate by describing/explaining the importance and relevance of stewardship to Muslims and to themselves - describe/express a personal response to the concept of stewardship - describe/explain how the concept can be applied in their own and others' lives.	- Discuss how you might be even more careful if you are looking after something for somebody else. Write an instruction leaflet for somebody else to explain how to look after something of yours, eg: a pet. - Ask- is it always good to look after other people's things? How do you feel about it? Eg: responsible, worried, privileged. What if something breaks while you are looking after it? How would you feel if someone else looked after your special thing? - Read Chief Seattle's speech: Children make own poster. Look at poem Earth diameter. Make own inspirational poster on how to look after the world. - Look at Muslim creation story and one other (eg: Native American). What is the message? (Stewardship (Khalifah) – looking after something that does not belong to you, thinking of future generations). What does this story mean to Muslims about how they look after the world? Compare two stories using a Venn diagram. - What will happen if we don't look after our world? Is it important? Debate a motion such as: There's no point in looking after the world as I won't be here in 100 years' time or I can't make any difference – I'm just one person. Have a panel of speakers for and against motion. Children sit on the side they support and get up and move any time they change their ideas during the debate.
Computing	- 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 Internet safety - Recognise inappropriate content, contact, and conduct and know how to report concerns - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour	<u>Video Editing</u> - What is video? - Children have the opportunity to explore a brief history of moving images and video. - Identifying devices - children with opportunities to explore devices and apps that record audio and video. - Using a device - children explore devices and apps, becoming familiar with the devices, functions, and apps. Working collaboratively, they begin to record their video content. - Features of an effective video - children have opportunities to investigate further the features of an effective video, including the use of theme, setting, characters, colour, sound, and dialogue.

	Identify a range of ways to report concerns about content and contact	- Importing and editing videos – children focus on the technical aspects of exporting video to a computer. - Video evaluation - children review the content of their videos and finalise them by adding special effects, titles, and end credits. <u>E-Safety – see Project Evolve Spring 1</u> Self-image and identity Online Relationships Online Reputation Online Bullying Managing Online Information Health, well-being and lifestyle Privacy and Security Copyright and Ownership
Art	- 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	<u>Using clay to make 3D canopic jars (painted)</u>
DT	N/A	
Music	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	Ukuleles – Hampshire Music Service
SRE	PSHE & Citizenship Framework learn about how the body changes as children approach puberty	<u>Puberty and Hygiene</u>

	National Curriculum Science about the main stages of the human life cycle	Learning Intention- Children will explore the impact of puberty on the body and the importance of physical hygiene. They will also explore ways to get support during puberty - Children will learn how to stay clean during puberty - Children will be able to describe how emotions change during puberty. They will learn how (and where, who) to seek help and support from during puberty
Science	<u>Science NC refs:</u> - 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 wood, metals 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 this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	<u>Making new substances</u> - Children explore the different properties of everyday materials and start to group them together based on these properties. Collection of materials in feely bags and encourage children to use the scientific vocabulary when describing their properties. - Children explore thermal insulators and conductors; explore the idea of how heat travels – carry out Iceman’s Hand investigation. Which materials will be the best insulator to help transport the ice hand to the lab with the least amount of melting? Give reasons based on evidence fair tests, for the particular use of everyday materials. - Children explore the concept that dissolving, mixing and changes of state are reversible changes – use range of different materials for children to investigate – soluble or insoluble? Can children get the materials back? . - Children explore the concept that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Explore this through making new substances (toast, pancakes, waffles – what are we mixing together, what is changing the substance, can the original ingredients be got back?
PE	- 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]	<u>Dance – Dance by Chance + Rock ‘n’ Roll</u> - create a dance using a random structure and perform the actions showing quality and control. - understand how changing dynamics changes the appearance of the performance. - understand and use relationships and space to change how a performance looks. - copy and repeat movements in the style of rock ‘n’ roll. - work with a partner to copy and repeat actions keeping in time with the music. - work collaboratively with a group to create a dance in the style of Rock ‘n’ Roll

	• 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.	<u>Tag Rugby</u> • develop attacking principles, understanding when to run and when to pass. • be able to use the 'forward pass' and 'offside' rules. • be able to play games using tagging rules. • develop dodging skills to lose a defender. • develop drawing defence and understanding when to pass. • be able to apply the rules and tactics you have learnt to play in a tag rugby tournament
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Spring Term Two – Why does parliament run the country rather than the King?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The Changing Power of the Monarchy thematic study - What does King John have to do with parliament running the country? Children look at how King John is portrayed. What positive and negative moments occurred in his life? Create a living graph of King John's life using the moments from his life being explored by the children. After reviewing evidence – class debate on how much 'power' King John had. Move his image to agreed position on the 'Power' scale. - James I and VI ruled England and Scotland so was he all powerful? Children explore some of the reasons surrounding the Gunpowder plot – why did it happen? What had James done to lead to it? Explore more resources/information from James's life. Children decide 'What is hot, what is not?' – rating the information using justification. Can it all be trusted? Children then debate where James and his parliament sit on the 'Power' scale – do they want to move John and if so which way and why? - Was Queen Anne a powerful monarch? Children explore the question by researching Anne using questions strips, placing them in a class Venn (Strong Queen / Weak woman / Not sure) – Children debate positions of facts and move positions if agreed. Ask – if Anne arranged one of the most significant events (The Act of Union) in British political history, shouldn't she be better known? Explore information about the Act of Union and Anne's role in it. Children then consider where Anne should be on the 'Power' scale. - Queen Victoria is a very well-known Queen, does that mean she had lots of power? Children to research for an exhibit celebrating Queen Victoria, entitled <i>Queen Victoria: Majesty and power</i> – choose favourite piece of information about Queen Victoria, explaining why they chose it. Ask children if their piece of information shows Victoria's power or was it actually Britain's power. Did Victoria really have any political power? Children debate, using their research, where Victoria fits on the 'Power' scale. Should any of the others move? - So, why does parliament run the country rather than the King? Children work in groups to find three fascinating facts about each monarch (12 per group), these should be important things, but they may good or bad. If groups choose same facts explore idea of consensus. Children refine choices to create agreed Hall of Fame / Shame – who was the most powerful? Where does parliament fit into the spectrum? FOREST SCHOOL LINKS: - Make a foliage portrait of a monarch

Geography		
MFL	• 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 writing¹⁹ Languages – key stage 2 3 • 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.	<u>Clothes, colours, fashion shows (Spanish)</u> 1. Understand and name some items of clothing in Spanish. 2. Identify parts of the verb 'llevar' (to wear) to talk about what I'm wearing. 3. Describe clothes I'm wearing using adjectives of colour. 4. Understand a detailed description of a fancy dress outfit. Design and describe a football / sports kit.
RHE	Relationships (part 2)	• RW Family (Families and people who care for me - Relationships) • RW Friendships (Caring friendships - Relationships) • RW Being Safe (Being Safe/Online Relationships - Relationships)

	• To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. • To recognise what constitutes a positive, healthy relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support with problems) and develop the skills to form and maintain positive healthy relationships. • To recognise how people sometimes behave differently online, including by pretending to be someone they are not. • To understand personal boundaries; to identify what I am willing to share with special people, friends, classmates and others; and that we all have a right to privacy. • To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.	• RW Challenging Stereotypes (incl International Day for the Elimination of Racial Discrimination) - (Respectful Relationships - Relationships) • RW Challenging Stereotypes (Invisible and Visible Disabilities, incl. World Autism Awareness Month 2nd April+) - (Respectful Relationships - Relationships)
RE	• Stories of Justice in Christianity, Islam and Judaism (Justice)	Step 1 Enquire: Children can explain what the concept of <i>justice</i> means. Step 2 Contextualise: Children can explain how <i>justice</i> is significant in the stories of Jewish people, Christians and Muslims. Step 3 Evaluate: Children can explain the value of <i>justice</i> to Jewish people, Christians and Muslims and identify and explain issues raised. Step 4 Communicate: Children can explain their own response to <i>justice</i>. Step 5 Apply: Children can explain how <i>justice</i> can be applied in own and others' lives.
Computing	• 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	<u>Flat-file Databases</u> • Creating a paper-based database - children create a paper version of a record card database. • Computer databases - children use a computer-based database to examine how data can be recorded and viewed. • Using the database - children investigate how records can be grouped, using both the paper record cards created in lesson 1 and a computer based database. • Using search tools - children develop their search techniques to answer questions about the data • Comparing data visually – children consider what makes a useful chart, and how charts can be used to compare data.

		Databases in real life - children use a real-life database to ask questions and find answers in the context of a flight search based on set parameters. <u>E-Safety – see Project Evolve Spring 2</u> Self-image and identity Online Relationships Online Reputation Online Bullying Managing Online Information Health, well-being and lifestyle Privacy and Security Copyright and Ownership
Art	- 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] Oil pastels. - about great artists, architects and designers in history	<u>Claude Monet</u> - Children explore and discuss Monet's art and impressionism. - Children study famous paintings by Monet, the style of painting that he used and will debate what they think about his art. - Children will create their own impressionist art by looking outside and painting nature – using the school grounds as their inspiration.
DT	Design - 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 Make - 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 Evaluate - investigate and analyse a range of existing products	<u>Celebrating culture and seasonality (Design a dish to represent Spring/Easter)</u> - Children to explore a range of cultures and the foods that we eat. They will also explore our own cultural differences and carry out an investigation to find the needs and wants of a selected individual or group of individuals. - Children will explore where our food comes from. We will explore how food is processed and how it ends up on our plate. We will also explore seasonality of foods. This lesson covers the rearing of animals for food. - Children will explore what the needs of a healthy and varied diet are. They will revisit the Eatwell plate and design a dish for the individual or group of individuals. - Children will carry out a focused practical task to explore how to prepare, cut, peel, chop and combine ingredients using a range of tools and equipment. They will learn how to prepare and make a healthy soup using seasonal vegetables. - Children will learn how we can effectively evaluate the quality of the food on our plate. We will carry out a sensory evaluation of a food product to ensure we can evaluate the quality of it. We will also explore food packaging, the nutritional information on it and what that means. We will look at creating our own food label for our soup. - Children will finally design and create a dish linked to Easter/Spring. Designs will be presented on simple recipe cards.

	• 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 Technical knowledge • 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.²² Cooking and nutrition • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	Ukuleles – Hampshire Music Service
SRE	<u>PSHE & Citizenship Framework</u>	<u>Menstruation and wet dreams</u>

	- 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.	- choose actions to create a motif in a given character with consideration of dynamics, space and relationships. - use structure to create a dance performance. - use matching, canon and unison in the style of the lion dance. - use space and relationships to create a dragon dance. - select and combine dance tools to perform a Chinese dance. <u>Tennis</u> - develop returning the ball using a forehand groundstroke. - develop returning the ball using a backhand groundstroke. - work cooperatively with a partner to keep a continuous rally. - develop the underarm serve and understand the rules of serving. - develop the volley and understand when to use it. - use a variety of strokes to outwit an opponent.
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Summer Term One – Why would a refugee want to move to Andover?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History		
Geography	Locational knowledge - 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 Place knowledge - 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 North or South America Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<u>Comparing Places</u> FOREST SCHOOL LINKS: Set up a shelter, move water, fires (like setting up a camp)

	- 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 Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
MFL	- 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	<u>Out of this world</u> - Understand words used on an ID card. - Ask and answer questions about someone's identity. - Name planets in Spanish and use adjectives to describe them. - Read and understand simple information about planets. Create an imaginary planet and make a poster with information about it.

	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 writing²⁶ Languages – key stage 2 3 • 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.	
RHE	<u>Living in the Wider World (part 2)</u> • To learn what being part of a community means about the varied institutions that support communities locally and nationally. • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • To explore and critique how the media present information. • To learn what is mean by enterprise and begin to develop enterprise skills. • To develop an understanding of the concepts of 'interest', 'debt', 'loans' and 'tax' (e.g. Contribution to society through the payment of VAT)	• RW People in the Community – Key Workers (Right and Responsibilities - Living in the Wider World) • RW People who keep us safe (Right and Responsibilities - Living in the Wider World) • RW Choices – Ambition/Aspirations (Money - Living in the Wider World) • RW Choices – Ambition/Aspirations (Money - Living in the Wider World)
RE	• Places of worship (Church and Mosque) (Sacred Place)	Step 1 Enquire: explain what <i>sacred</i> means and why a place can be <i>sacred</i> Step 2 Contextualise: explain the features of a church which create a sense of the <i>sacred</i> Step 3 Evaluate: explain the features of a mosque which create a sense of the <i>sacred</i> Step 4 Communicate: explain the significance of <i>sacred</i> placed for different people Step 5 Apply: explain their own understanding of a <i>sacred</i> place for them. Explain how and why people show that a place is <i>sacred</i> to them
Computing	• design, write and debug programs that accomplish specific goals, including controlling or simulating	<u>Programming A - Selection in physical computing</u> • Connecting Crumbles - children will become familiar with the Crumble controller, some of its associated components and the programming environment used to control it

	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	• Combining output devices - children develop their knowledge of a Crumble controller further by connecting additional devices (another sparkle and a motor) to the controller and construct programs to control more than one of these. • Controlling with conditions - children are introduced to conditions and how they can be used in algorithms and programs to control their flow. • Starting with selection - children develop their understanding of how the flow of actions in algorithms and programs can be controlled by conditions. • Drawing designs – children make use of their understanding of micro-controllers, output devices and selection when designing a project to meet the requirements of a given task. • Writing and testing algorithms - children will build on the designs they developed in the previous lesson by creating an algorithm to meet the requirements of the given task. <u>E-Safety – see Project Evolve Summer 1</u> Self-image and identity Online Relationships Online Reputation Online Bullying Managing Online Information Health, well-being and lifestyle Privacy and Security Copyright and Ownership
Art	• 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	<u>The Refugee's Eye</u> • Children explore the use of pencil for drawing, shading and texture. • Using Syrian Refugee Story in Art picture, children create their own 'Refugee's Eye' using the techniques they have been studying.
DT	Design • 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-	<u>Structures and Shelters</u>

	sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • 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 Evaluate • 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 Technical knowledge • 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.²⁸ Cooking and nutrition • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments	<u>Charanga Scheme = Motown – Key Song: Dancing In The Street by Martha And The Vandellas.</u>

	with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	Over the course of this music block, children will: - Listen and Appraise the song Dancing in the Street and other Classic Motown songs: - Have opportunities to do a range of musical activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups) - Flexible Games (optional extension work) - Learn to Sing the Song - Play Instruments with the Song - Improvise with the Song (and optional extension activities) - Compose with the Song - Perform the Song - perform and share your learning as you progress through the Unit of Work.
SRE	<u>PSHE & Citizenship Framework</u> - learn about how the body changes as children approach puberty <u>National Curriculum Science</u> - about the main stages of the human life cycle	<u>Menstruation education for girls</u> Learning Intention – children to discuss menstruation issues/worries in detail with girl only groups. - Children will understand why girls and women have periods - Children will know and discuss how to manage periods
Science	<u>Science NC refs:</u> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives. - Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<u>How and why do things move – pt 2 (Forces that oppose motion)</u>
PE	- 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]	<u>Volleyball</u> - develop the fast catch volley. - be able to volley the ball using a set shot. - develop the dig and understand when to use it. - keep a continuous rally going over the net. - develop the underarm serve and learn the rules of serving. - apply the rules, skills and tactics learnt to play in a volleyball tournament.

	- 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.	<u>Hockey</u> - develop dribbling to beat a defender. - choose when to pass and when to dribble. - develop receiving the ball with control. - move into space to support a teammate. - develop tackling to gain possession of the ball. - apply rules, skills and principles to play in a hockey tournament.
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Summer Term Two – Are we protecting our British wildlife?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History		
Geography	Human and physical geography - describe and understand key aspects of: - 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 water³⁰ Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>Map Work – Land Use (UK)</u> FOREST SCHOOL LINKS: Bug houses / hotels – in groups
MFL	listen attentively to spoken language and show understanding by joining in and responding	<u>At The Seaside (Spanish)</u> 7. Understand the nouns for items I take to the beach.

	• 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 writing³¹ Languages – key stage 2 3 • 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.	8. Recall some sentence starters and use them to talk about the seaside. 9. Understand and say persuasive sentences about visiting the seaside. 10. Create extended sentences about visiting the seaside. 11. Read and understand facts about the seaside. Apply my language detective skills to learn another language.
RHE	<u>Health (part 2)</u> • To learn about safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer.	• RW Sun Awareness Week (Health and Prevention – Health) • RW National Smile Week (incl. National Smile Month 17-05 to 18-06) - (Health and Prevention – Health) • RW Being Safe at Home (Drugs, Alcohol and Tobacco – Health) KS assemblies to focus in greater detail • RW Transition (Mental Wellbeing - Health) • RW Transition (Mental Wellbeing - Health)

	- To learn about the benefits of good quality sleep as part of a healthy lifestyle and that a lack of sleep can affect weight, mood and ability to learn. - To learn facts about legal and illegal substances and associated risks, including smoking and drug taking. - To know which, why and how commonly available substances and drugs (alcohol, tobacco, energy drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. - To know where and how to seek support (including the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the support is made available, especially is accessed early enough. - To learn about the concepts of first aid (for example dealing with common injuries, including head injuries) and where and how to get help.	RW First Aid (incl. World First Aid Day – Sept) - (Basic First Aid – Health)
RE	<i>Umma</i> (community)	Step 1 Enquire: explain the meaning of <i>Umma</i>. Step 2 Contextualise: explain how aspects of Muslim practice and belief develop a sense of <i>Umma</i>. Step 3 Evaluate: evaluate the concept of <i>Umma</i> by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to <i>Umma</i>. Step 4 Communicate: explain their own response to <i>Umma</i> and to the idea of <i>community</i>. Step 5 Apply: explain examples of how their responses and ideas affect the way they behave in the <i>communities</i> they and others belong to.
Computing	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<u>Programming B - Selection in quizzes</u> - Exploring conditions - children revisit previous learning on selection and identify how conditions are used to control the flow of actions in a program and identify the conditions needed to control gadgets in the house of the future. - Selecting outcomes - children will develop their understanding of selection by using the If... Then... Else structure in algorithms and programs.

	• 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	• Asking questions - children consider how the If... Then... Else... structure can be used to identify two responses to a binary question (yes or no answer). • Planning a quiz - children will be provided with a task: to use selection to control the outcomes in an interactive quiz. • Testing a quiz – children will use the Scratch programming environment to implement the first section of the algorithm as a program. • Evaluating a quiz - children will return to their completed programs and identify ways that the program can be improved. <u>E-Safety – see Project Evolve Summer 2</u> Self-image and identity Online Relationships Online Reputation Online Bullying Managing Online Information Health, well-being and lifestyle Privacy and Security Copyright and Ownership
Art	• 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	<u>Abstract art by Georgia O'Keeffe, focusing on flowers.</u> • Children learn about Georgia O'Keeffe through discussions about her artwork and why she has chosen to paint in this way. • Children experiment with different colours, shading techniques with paint, and textures of paint, as well as to think creatively and learn how to make artistic decisions about colour and colour placement. • Children create their own flower paintings in the style of Georgia O'Keefe.
DT	Design • 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 Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<u>Pulleys, Gears and Cams</u>

	- 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 Evaluate - 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 Technical knowledge - 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.³⁴ Cooking and nutrition - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Music	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory	<u>Charanga Scheme - Ballads – Key Song: Make You Feel My Love by Bob Dylan – a Pop Ballad sung by Adele.</u> Over the course of this music block, children will: 1. Listen and Appraise the song Make You Feel My Love and other classic ballads: 2. Have opportunities to do a range of musical activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work)

	• use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.
SRE	<u>PSHE & Citizenship Framework</u> • To talk and write about their opinions, and explain their views on issues that affect themselves and society • That their actions affect themselves and others, to care about other peoples feeling and to try to see things from their points of view • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	<u>Building Good Relationships</u> Learning Intention - children to discuss and appreciate the importance of friendship in intimate relationships • Children will be able to explain the similarities and differences between friendships and intimate relationships • Children will be able to describe different types of intimate relationship including marriage
Science	<u>Science NC refs:</u> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans.	<u>Circulation</u> •
PE	• 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] • take part in outdoor and adventurous activity challenges both individually and within a team	<u>Athletics</u> • apply different speeds over varying distances. • develop fluency and co-ordination when running for speed. • develop technique in relay changeovers. • develop technique and co-ordination in the triple jump. • develop throwing with force for longer distances. • develop throwing with greater control and technique. <u>Cricket</u> • develop throwing accuracy and catching skills under pressure. • develop placement of a ball into space.

	• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• develop consistency of catching to get opponents out. • develop overarm bowling technique and accuracy. • develop a variety of fielding techniques and use them within a game. • further develop fielding techniques and apply them to a game situation
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