Coit Primary School
Good Friends Learn Together

Coit Primary School Long Term Plan 2025-2026 Year Group: 5

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Visits/ Visitors		Chapeltown Library Cinema	Mosque Chapeltown Library	National Space Centre	Chapeltown Library	Partnership Games Local Area Walk
Mathematics Problem Solving: Finding rules and describing patterns Logic Problems Finding all possibilities Visual & Diagrammatic Problems	**Place Value and Number Sense** 5,6,7,8-digit numbers - Reading and writing - Counting in multiples of 10/100/1000 from various starting points - Identifying value of digits - Placing on number line - Partitioning - Manipulating value of digits within numbers - Ordering - Rounding to various degrees Roman numerals **Addition and Subtraction** Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers **Multiplication and Division**	**Multiplication and Division** Multiplying and dividing by 10, 100, 1000 (Linked to place value) Multiplying and dividing by multiples of 10, 100, 1000 using known facts **Fractions** Recap properties of 2D shape Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than one Order fractions less than one Compare and order fractions greater than one Add and subtract fractions with the same denominator	**Multiplication and Division** Mental strategies Written methods Inverse operations **Fractions** Multiply fractions Find fractions of amounts Use fractions as operators **Decimals and Percentages** Decimals to 2dp Decimals as fractions Thousandths Rounding decimals	**Decimals and Percentages** Compare and order decimals Understand percentages Equivalent FDP **Shape** Recap 2D and 3D shape properties Measuring and drawing angles Triangles Quadrilaterals Regular/irregular shapes **Area and Perimeter** Measure and calculate perimeter Calculate area of rectangles, compound shapes, irregular shapes	**Statistics** Reading charts Reading line graphs Understand two-way tables and timetables **Position and Direction** Coordinates Translation Reflection **Decimals** Calculating with decimals (all 4 operations)	**Decimals** Decimal sequences **Negative Numbers** Number lines Calculating with negative numbers **Converting Units** Km, m, cm, mm Kg, g Units of time Imperial units **Volume** Calculate volume Estimate volume and capacity

	Multiples Common multiples Factors Common Factors	Add fractions within one Add fractions with a total greater than one Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole				

English	**Autumn Term**		**Spring Term**	**Summer Term**	
Class texts	**Viking Boy**	**Legend of Beowulf**	**The Firework Maker's Daughter**	**Street Child**	**Oliver Twist**
English Reading Focus	Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-**	Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what	Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Distinguishing between statements of fact and opinion.	Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes.	Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and

	fiction and reference books or textbooks. (KPI) Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Recommending books to others based on own reading experiences. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. **Summarising the main ideas from longer texts drawn from more than one paragraph, identifying key details that support the main ideas. (KPI)** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	they have read independently. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Recommending books to others based on own reading experiences. Making predictions based on evidence that is stated and implied. Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. Understanding the conventions of different types of writing, using some technical terms when discussing texts.	**Retrieving, recording and presenting information from non-fiction summarising and recording information found. (KPI)** **Summarising the main ideas from longer texts drawn from more than one paragraph, identifying key details that support the main ideas. (KPI)** Making predictions based on evidence that is stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Asking deeper questions about character and motive to improve their understanding. Understanding the conventions of different types of writing, using some technical terms when discussing texts.	**Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Distinguishing between statements of fact and opinion. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. Making predictions based on evidence that is stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text.	discussing their understanding of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text.
English Writing Focus	**Main focus:** 1.Narrative 1st person; mystery Skills – dialogue and setting, relative	**Main focus:** 1.Narrative – 1st person; adventure (historical) Skills – setting, use of	**Main focus**: 1.Persuasive text Skills – modal verbs and persuasive language structures	**Main focus:** 1.Non-chronological reports Skills: cohesive devices and	**Main focus:** 1.Persuasive text Skills – modal verbs and persuasive language

	clause, modal verbs **Oral:** ordering events in narratives 2.**Oral:** Poetry 3.Biographical writing Skills – relative clauses, cohesion, adverbials of time, punctuation to avoid ambiguity **Oral:** hotseating, interviews	punctuation to create drama, relative clauses to add detail 2.Non-fiction – newspaper Skills – use of relative clauses, modal verbs to avoid ambiguity, layout features of text type 3. **Oral:** Poetry	**Oral:** rehearsing of sentences orally 2.Narrative – 3rd person; suspense Skill – varied and rich vocabulary, cohesive devices to introduce dramatic twists 3. **Oral:** Poetry	layout features **Oral:** formal language structures 2.Narrative – 1st peron Diary Write in role Skills – building character through dialogue, description	structures **Oral:** rehearsing of sentences orally 2.Auto-biographical writing Skills - use of relative clauses, modal verbs, punctuation for clarity Letters Newspaper
Vocabulary, Grammar and Punctuation ONGOING	**Word:** Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]				
	Sentence: Relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]				
	Text: Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]				
	Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity				
	Terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity				

	Autumn Term	Spring 1	Spring 2	Summer 1	Summer 2
Science	**Properties and changes in materials** We will investigate different materials, their uses and their properties and learn how to classify and group materials based on these properties. We will use our knowledge gained from comparative and fair tests to give evidence for the particular uses of everyday materials including metals, wood and plastic. We will investigate dissolving, separating mixtures and irreversible changes and recognise how some materials can be separated across different states of matter (liquid, solid and gas). We will use a range of techniques in order to separate a range of materials such as sieving, filtering and evaporating.	**Earth and Space** We will be exploring the movement of the Earth and other planets in our solar system relative to the sun as well as the movement of the moon around the Earth. We will discover how, because of their spherical nature, rotation and orbit, the Sun appears to move across the Earth's sky creating day and night.	**Forces** We will learn about balanced and unbalanced forces, gravity, friction and the use of mechanisms such as levers, gears and pulleys. We will investigate Isaac Newton and his discoveries about gravity. The children will look for patterns and links between the mass and weight of objects, using newton metres to measure the force of gravity.	**Living things and their habitats** We will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. **Jane Goodall**	**Animals (including humans)** We will focus on the changes that human beings experience as they develop to old age. We will tackle some sensitive subjects including puberty and death. Children will learn about the life cycle of a human being. We will investigate the development of babies and compare the gestation period of humans and other animals. We will learn about the changes

	We will also learn about dissolving, mixing and changes of state in reference to reversible change. The children will then learn about irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide. **Stephanie Kwolek** **Ruth Benerito** **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	STEM Resources – Great British Space Dinner https://www.stem.org.uk/elibrary/collection/4144 **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	We will collaboratively investigate air and water resistance, participating in challenges to design the best parachute and boat. **Isaac Newton** **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	**Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	experienced during puberty and why these occur. **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking

History	**Historical Skills Chronological Knowledge**	**Change and Continuity** to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress	**Significance** how do historians choose what is most important in history as there are too many events to use everything? **5Rs Resulting in change, Remarked upon, revealing resonated and remembered**	**Similarities and Differences and Diversity** This relates to historical analysis of the extent and type of difference between people, groups, experiences, or places in the same historical period.	**Interpretation of History** The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	**Cause and Consequence** how historians explain why things happened in history, how did people make a difference to what happened? What followed because of these?	**Historical Sources and Evidence** what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?

Anglo-Saxons and Vikings **Anglo-Saxons** 410-1066AD **Vikings** 793-1066 Settlements Archaeologist Invention Invasion Raids religion Ruler Resistance Conquest Lifestyle Culture Customs Laws/rules Agriculture Wealth Trade kingdom Sacrifice	**England during AS era before Vikings came** **Viking England Before Norman invasion**	**How did life change during Anglo Saxon period and Viking period according to historian research?** **Were all Viking settlements the same?** **What stayed the same during AS period and V period?** **What legacy have AS left behind?**	**Why was Alfred the Great considered to be great?** **Why was William named 'The Conqueror'?**	**What evidence do historians have to show how the Anglo-Saxon and Viking people were similar/different?** **What evidence is there to show how slaves were treated in the Viking era?** **What does Bede's account of the Vikings say about the Vikings?** **What did Pryor say?** **Why have the Vikings gained such a bloodthirsty reputation?** **How have recent excavations changed our view of Vikings?**	**What evidence have historians used to tell us about the Viking image? Are they all the same view?**	**Was it a positive or negative change for Britain when the Romans left?** **What can historians tell us about the Anglo-Saxons and why they migrated, invaded and settled in Britain?** **What was the impact on the Anglo-Saxons following Viking invasion?** **Why did the Vikings fail to conquer England?** **Who built better boats?** **Why did the Viking skill at navigating seas and boat building led to success of Viking raids?**	**What can historians tell us about the AS/V and why they migrated/settled in Britain?** **Their lifestyle and culture?** **How have recent excavations changed historians view of Vikings?**
The Industrial Revolution **1760-1840** Inventions Industrialisation Wealth Innovation Industry agriculture Labour Social classes Lifestyle Culture Revolution Wealth poverty empire global parliament	Britain before IR 1760-1840	**According to historians what changed/stayed during the IR era?** homes, farming, growth of factories, businesses, inventions, tools, materials work practices Steam/science and mass production/digital revolution? Healthier diets Better housing cheaper goods expansion of cities Population growth	**Why do historians think that the Industrial Revolution was so significant for Britain?** Huge Transformation to large scale industry, mechanisation, power sources and organising work Homes Food Entertainment London becomes centre of the world	**rural and urban households similar/different?** Social classes differences Homes Living conditions Livelihoods Industry-cottage industry **How was life during the IR portrayed? What sources have historians used to explain what life was like?** **Are the versions related to the author of the information?** Letters		**Why did the Industrial Revolution start? 1750-1850?** **How did improvements in agriculture support the IR?** **What evidence do historians have to explain how women's and children's lives changed because of the IR?** were changed because of the IR **Why was coal mining so important to Britain's**	**Why do historians say that Britain was called 'the workshop of the world'?** **Why do historians think that invention of steam power was so significant to the industrialisation of Britain?** **What do historians say about the importance of coal mining to Britain's wealth?** **Who do the historians say benefited most from the Industrial Revolution?**

Factory economy				Pictures images of people Paintings Cartoons Census Eye-witness accounts		**wealth and place in the world?** **How did steam power support industrialisation?**	
Victorian Britain **Children's Lives Rich and Poor** Inventions Industrialisation Wealth Innovation Industry agriculture Labour Social classes Diversity Lifestyle Culture Revolution Poverty Education Capitalism Transportation Communication parliament Factory	Victorian Britain 1837-1901	**What can historians say about how life changed /stayed the same for children through the Victoria Period?**	**Why was the Education Act and Factory law so significant for children?** **Why was Titus SALT/Lord Shaftesbury/Barnardo important?**	**What evidence do historians have to show how lives were different for rich/poor children?** **How was life during the Victorian era portrayed? What sources do historians use?** **What was lifelike in the workhouse?**		**How did of the developments in science improve children's lives?** **How did attitudes change towards children and what caused them to change?** **How were women's lives changed during the Victorian Period?**	**What evidence/sources do historians use to explain what life was like for Victorian Children?** **What can historians say about how life changed for children through the Victoria Period?** **What does the evidence say about life in the workhouses Good or bad? Is there an equivalent now?**

Geography	**Geographical Skills Geographical Skills and Fieldwork**	**Scale:** How does my view of this place change when I zoom in or out?	**Location Space:** **Where is this place? How does it connect to other places?**	**Place:** **What is this place? What physical and human features does it have?**	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places,	**Interconnection** Understanding the social, economic, environmental, or political connections between places	**Sustainability**: Exploring sustainable development and its impact on environmental interaction	**Time Continuity Change:** Understanding how sequences of events and activities in the physical and human	**Earth Systems and Environment**

		How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	**What is special about this location? How can it be mapped?**	**What happens here? How does it compare to…? What do the people do who live there?** Similarities and Differences between places	environments, and cultures			worlds lead to change in places, landscapes, and societies.	
Y5 Autumn Term Settlements **Migration and Refugees** **The Other Side Beverley Naidoo** **My name is not refugee Katie Milner**	**Lines of Latitude and Longitude Settlement maps Migration routes 6 figure grid references- origins/destination countries**	**What is the scale of migration across the world?** Forest Fires War	**Which areas of the world have increased rates of migration?** **Reasons for increased rates of migration?** **How long did the journey take?** **Are there key Migrations paths in the world?**	**Major settlements in UK. How are they similar/different?**	**Are refugees different to migrants? Migration stories** Slavery/political instability/famine/war/study **Refugee Stories** Nomadic people- farmers Asylum Seekers Cultural changes for migrants/existing communities	**What is a settlement?** **How do migrants support their new communities? How are they received?** **Migration and employment** Journeys of Famous refugees **Why do people migrate?** choice/forced? **What do settlements need to be successful?** Food Health Housing Schools freedom love)**?**	**How can communities be made more sustainable to support refugees?**	**How is the Landscape changed when communities migrate?** Communities Neighbour hoods	
Y5 Spring Term Disasters Earthquakes and Volcanoes	**Geographical Skills and Fieldwork**	**Scale:**	**Location Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability**:	**Time Continuity Change:**	**Earth Systems and Environment**

	Lines of Latitude and longitude **Thematic maps- volcanoes/fault lines** **Data on volcanic eruptions/Earthquakes identify patterns**	**What is the scale of the most famous volcanoes?** **What is the scale of damage from an Earthquake? /volcanic disasters?**	**Where are the most earthquake-prone places in the world?** **Where do most earthquakes occur?** **Where is the ring of fire?** Earthquakes lines Volcanoes	**How are earthquake and volcanic zones similar/different?**	**How does living in an E/V zone impact life?** Hindu myths about earthquakes Ancient Pagan beliefs	**What happens to the infrastructure of a place destroyed by an E/V?** homes/factories/ farmlands affecting production of goods affects economy. **Why do people choose to live in V/E zones?** damage to an area from E/V	**How can buildings be adapted to withstand an Earthquake?** **How have people adapted to living in E zones?** Oxfam/Save the Children/ UNHCR/ShelterBox	**What are the consequences of an earthquake on land?** **How is the land altered?** **What is the Impact of a Tsunamis on land- trees/plants/animals?** Pollution if chemicals washed into the sea poisoning sea life	**What causes an Earthquake?** **What causes a volcano to erupt?** Features Types of volcanoes Earthquake/Volcano data and pattern analysis
Y5 Summer Term **Disability access in the local Area**	**Geographical Skills and Fieldwork**	**Scale:**	**Location** **Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability:**	**Time Continuity Change:**	**Earth Systems and Environment**
	OS Local area and map symbols **6 figure grid references** **Recording on maps** **Aerial images** **Map making** **Map reading** **Sketching/Annotating photos maps of Chap linked to accessibility support areas**	**How much of the world's population is classed as disabled?**	**Which cities/countries support accessibility?** **Local area support for accessibility** **Mapping areas for accessibility (Chapeltown)**	**How accessible is School?** **What are the physical and human barriers in the local area and in Chapeltown?** **How accessible is the local shopping area of Chapeltown?**	**How does disability affect day to day living?** Interview disabled person-how has life changed?	**How do the children at school support children with a disability?** **Can all disabilities be seen?** **How can school be made more accessible?** **What is meant by accessibility?** **What is meant by disability?** **How can the local area be made more accessible?** Improving surfaces/signage Removing barriers Parking issues-on the paths		**How has the local area been adapted to support disabled people?**	
Y5 Summer Term **World Trade**	**Geographical Skills and Fieldwork**	**Scale:**	**Location** **Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability:**	**Time Continuity Change:**	**Earth Systems and Environment**

	World Map Trade route map Commodity/resource map of the world	**What are the world's biggest supply chains and transport routes?**	**Which countries import/export the most?**	**Which countries are the world's biggest importers and exporters? What are these places like?** **Are there patterns to export/import data?**	**How does trade affect changes in culture of a country/area/group /community?** Ideas, methods, technologies	**What are Imports and Exports?** **How we are linked to people in other parts of the world?** **Why do we trade? What do we trade?** **What is a Trade Route?** **What factors affect the choice for trade routes?** **What is the I-Phone Journey?** Air miles **What natural/manufactured resources do we get from around the world?** **Factors affecting production of materials and goods** • **Location** **Climate** **Geology** **History**	**What happens when trade routes go wrong?** International Traffic Jams Evergreen container disaster **How can air pollution be made more sustainable?** aviation fuels	**What impact do the most popular trade routes have on the environment?** Pollution **What factors affect choices for trade routes? And how do these affect the environment?** • **Cost** • **Distance to travel** • **Speed** **Historical Trade Routes**	

	Autumn Term	Spring 1	Spring 2	Summer 1	Summer 2
Computing	**Strand 2 – Communicating: Multimedia** **2.5 How do I create a radio advert/podcast?** In this unit children will evaluate a range of radio adverts or podcasts and identify their key features: purpose, audience, sound effects, music choice, layers, entertainment factor, clear audio. Children should apply these features to their own work. They will plan, rehearse and record their own script on a given theme. They will learn how to edit audio and add layers. Children will review and evaluate each other's work and suggest improvements. **Concepts:** Machines	**Strand 4 – Computational thinking: programming A** **4.5 Selection and variables** In this unit, children will recognise that we use selection to change what happens in a program, depending on whether a condition is met. They will design and create programs using selection and infinite loops. Children will also	**Strand 3 – Understanding and sharing data** **3.5 How do I find data and share responsibly and safely?** In this unit children develop their understanding of internet search technologies and the World Wide Web. They explore the functions that are available to improve how searches are completed. They will also consider validity of	**Strand 1 – Communicating: Text and images** **1.5 How do we collaborate online?** In this unit children will learn about the World Wide Web, and explore and use online tools (internet services). They will consider personal safety issues in their use and work collaboratively online with others to refine and share	**Strand 4 – Computational thinking: programming B** **5.5 Simulating physical systems** In this unit, children will recognise examples of physical systems controlled by computers. They will be able to name a range of inputs and outputs of physical systems. They will also use repetition,

	Program Data **Creating Media** **Design and development** **Effective use of tools**	recognise and use simple variables to keep score. **Concepts:** Input Repetition Selection Variable **Algorithms** **Design and development** **Programming**	information, copyright and responsible use. The children will learn about how they share their data with online sites and games, and what this means. **Concepts:** Logic Data Program **Data & Information** **Effective use of tools** **Impact of technology** **Networks** **Safety and security**	ideas effectively. They will consider copyright and responsible use of information. This builds on knowledge gained in Unit 3.4 and links closely with Unit 3.5. **Concepts:** Logic Abstraction Machines Program Data **Computing systems** **Impact of technology** **Networks**	selection and variables to build or simulate a physical system in a suitable application. **Concepts:** Input Output Repetition Selection Variable Physical Systems **Algorithms** **Design and development** **Impact of technology** **Networks** **Programming**
	Strand 0 – What is a computer? 0.5 – Key skills: Becoming and efficient computer user				

Music Y5 Sheffield Singing Hub Expert Teacher Aims and Objectives	**Autumn objectives**	**Spring Objectives**	**Summer Objectives**
	Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (***tempo***) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using • chants • rhythms • raps • body percussion • tongue twisters Pupils will learn to experiment with sounds using the inter-related dimensions of music • duration • structure • tempo • dynamics Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening Pupils will listen with attention to detail to recall sounds with increasing aural memory	Pupils will understand the relationship between higher and lower notes. Pupils will be introduced to the word ***pitch*** and will understand the context in which this word is used. Pupils will learn to identify and use notes happening at the same time using: • match songs • Rounds • Kodaly Method • Simple Harmonies • Visualisations/Notation Pupils will rehearse to improve aural accuracy and control with a pitch range of do-do Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison Pupils will learn to sing a widening range of rounds and partner songs in different time signatures (2, 3, and 4 time).	Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes Pupils will learn to identify different inter-related dimensions of music including • Dynamics (forte/piano/ crescendo/diminuendo) • Structure (Verse/chorus/ part 1/part 2/bridge) • Tempo • Articulation • Expression Pupils will take ownership of their sound and apply their understanding of music making to their voices and performances Pupils will learn to observe phrasing, accurate pitching and appropriate style Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space

	Pupils will learn to understand staff and other musical notations including: • simple bars • crochets • quavers • rests Pupils will begin to feel the weight and stress on words to indicate bars, beat groupings and begin to understand pulse keeping to aid musical precision and speed. Pupils will learn to adapt and create lyrics to a given rhythm understanding how to link each syllable to one musical note **Outcomes** Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices Most students will identify the difference between a pulse and rhythm and show this in practice Most students will be able to visually identify a crochet, quaver and rest (ta/te-te/rest) Some students might be able to visually identify a semi-quaver rhythm and quaver/semi-quaver rests # Some students might need support with confidently creating their own lyrics to add to a given rhythm		Pupils will begin to sing songs with small and larger leaps in pitch Pupils will explore singing with different positions in the room, i.e. discrete parts (in 2 circles or 2 separate groups) and non-discrete parts to develop listening skills, balance between parts and vocal independence Pupils will create, select and combine sounds using the inter-related dimensions of music **Outcomes** Most students will be confident in singing at pitch in unison Most students will be confident singing in simple match songs or rounds Some students might be confident in singing a simple harmony line alongside a unison song Students might need support to sing longer and more complex harmonies or rounds in 3 or 4 parts		Pupils will be taught to engage with an audience Pupils will be taught to respect fellow performers and acknowledge applause Pupils will compare different performance styles and examine what decisions performers have made to best affect their audience Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary **Outcomes** Most students will sing confidently and with expression in a performance Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically Some students will sing solos or in small groups Some students might need support to identify areas in which a performance can improve	
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
	FOCUS: technical and constructive technical – producing and controlling sound technical – symbol system used to 'read' music constructive – interrelated dimensions of music constructive – basic musical form		**FOCUS:** technical, constructive, expressive continuing development of previous term's technical and constructive components expressive – developing quality of musical sound and awareness of		**Focus:** technical, constructive, expressive increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms	
Activities and songs	**Warm up activities** physical warmups should be done to include a strong beat or backing track **Physical movement** **Fricatives**	**Warm up activities** **Physical Movement** Heart rate increasing activity Stretches particularly focussing on shoulders/neck/faces and tongue	**Warm up activities** **Physical Movement/Fricatives/Vocalised Sounds** Games such as 'opposites' including different vocalised sounds and fricatives (ask	**Warm up activities** **Physical Movement/Fricatives/Vocalised Sounds** Games such as 'opposites' including different vocalised sounds and fricatives (ask	**Warm up activities** **Physical Movement** Pupils will be encouraged to devise their own physical warm up and lead the class through it	**Warm up activities** **Physical Movement** Pupils will be encouraged to devise their own physical warm up and lead the class through it 2

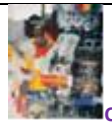
	‘shh’ ‘huh’ ‘pah’ ‘k’ ‘t’ etc. **Vocalised Sounds** ‘ooo’ ‘ahh’ ‘mmm’ ‘bzzz’ ‘eee’ etc.	**Fricatives** Blow a balloon up Blow out a candle (finger) **Vocalised Sounds** ‘Coooeee’ ‘It’s Me’ Catch the flying buzzy bee in your hands	students to develop some new ‘opposites’	students to develop some new ‘opposites’	Experiment with standing and sitting positions **Fricatives/Vocalised Sounds** Bubble Gum Warm Up	Experiment with standing and sitting positions **Fricatives/Vocalised Sounds** Bubble Gum Warm Up asking students to tell parts of the story
Vocabulary	SHOULD Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest		COULD Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose		MIGHT Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder) Diminuendo (gradually getting quieter)	
Listening and Appraising	**Viking Theme Wagner BBC Ten Pieces** Ride of the Valkyries https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3 **http://downloads.bbc.co.uk/learning/tenpieces/KS2-3/Wagner/KS2%20-%20Primary/Ride%20of%20the%20Valkyries%20by%20Richard%20Wagner.pdf**	**Vikings Saga Songs Theme BBC** https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-index/z72w8xs	**Leonard Bernstein Mambo West Side Story** **https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z7wdqhv**	**Gustav Holst Mars from the Planet Suite** **https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zf6hsrd**	**EARTH Theme Hans Zimmer x 6 lessons BBC Ten pieces** https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382 Watch the live recording with film Learn to play a shimmer Create vocal melodies Improvise and compose music Create 3 note repeating patterns and different durations Create motifs Structure sessions into a bigger shape	**Antonin Dvorak Largo** **https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z7qmhbk**

	Listening and describing a piece of music Use motifs to create a piece of music Structure sections to create a rondo Create leitmotifs and use to create a narrative Perform				Learn about dynamics	
Performance	**Harvest festival**	Christmas Performance Watching Christmas Pantomime Violin Quarter	**Spring showcase for children**	**Spring Showcase for parents** **Smaller group songs** **Solos/Groups -f**	**Summer 1 Reflect Rewind and Replay** **Children to choose their performance song**	**Summer 2** **End of year showcase for parents/grandparents**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	**OAA (GS4PE)** Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. **Key Skills:** working as a team, reading a map **Key Concepts:** • Movement • Coordination • Collaboration • Sequence	**Dance (GS4PE)** Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others. **Key Skills**: Performing actions, using canon, unison, formation, dynamics, character, structure,	**Gymnastics (GS4PE)** Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. **Key Skills:** Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand **Key Concepts:**	**Yoga (GS4PE)** Pupils will learn poses which challenge their balance, flexibility and strength. Pupils will learn how to use their breath to hold poses, move within poses and transition from pose to pose. Pupils will provide feedback to peers using key vocabulary and will seek ways to improve their own work. Later in the unit, pupils will work with a partner to create and refine a flow and lead a partner through a flow. **Key Skills:** Balance, flexibility, strength, coordination **Key Concepts:** • Balance • Coordination • Fitness • Sequence	**Athletics (GS4PE)** Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. **Key Skills:** Pacing, sprinting, relay changeovers, jumping for	**Tennis (GS4PE)** Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. **Key Skills:** Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve **Key Concepts:** • Movement • Balance • Coordination • Competition • Collaboration

		space, emotion, matching, mirroring, transitions **Key Concepts:** • Movement • Balance • Coordination • Collaboration • Sequence • Evaluation and improvement	• Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique	Technique	distance and height, push and pull throw for distance Key Concepts: • Movement • Agility • Balance • Coordination • Fitness • Technique • Evaluation and improvement	• Technique
	Basketball (GS4PE) Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. **Key Skills**: Throwing, catching, dribbling, intercepting, shooting **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique	**Fitness (GS4PE)** Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. **Key Skills:** Agility, balance, coordination, speed, stamina, strength, power **Key Concepts:** • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement	**Volleyball (GS4PE)** Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. **Key Skills**: Volleying, throwing, serving, ready positions **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration	**Hockey (GS4PE)** In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games. **Key Skills:** Dribbling, passing, receiving, tackling, creating and using space **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique	**Cricket (GS4PE)** Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **Key Skills**: Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier **Key Concepts:** • Agility • Coordination • Competition • Fairness Technique	**Tag Rugby (GS4PE)** Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. **Key Skills:** Throwing, catching, running, dodging, tagging, scoring **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition Collaboration

			• Fairness • Technique • Tactics			

	Autumn Term	Spring Term	Summer Term
Art & Design	 Drawing **Research**: Figurative artists and in-depth research into **Leonardo Da Vinci** - How has the human figure been a subject for many artists? How has the body been depicted in different ways? How has it been portrayed in sculpture, paint etc. Links to Y2 topic (Angel of the North; Henry Moore etc). Developing skills: - Experiment creating different figures using a range of drawing materials (pen, chalk, pastels) - Can they draw from memory or using their imaginations? - Can the figures be in different positions? - Explore relationships between line, shape, tone and texture NSEAD lesson: https://www.nsead.org/resources/units-of-work/uow-drawing-figures/ Applying skills: - Drawing a Viking figure in proportion Evaluation: - Class 'Art Gallery' - What do you like about your work? - How does your work compare to the work of others? Formal Elements: - Line - Shape - Form - Tone	 Painting **Research**: - **Edvard Munch** - Focus on the feelings and emotions portrayed within the piece. How significant is the name? What does it suggest? Developing skills: - Colour mixing - Warm and cold colours - Contrasting colours - Testing different paints (water colour, acrylic, powder) - Work from a variety of sources Colour mixing: https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1 Applying skills: - Creating an image depicting a tsunami using 'The Scream' as inspiration. - How can children portray feelings and emotion within a painting? Evaluation: Self-assessment - Compare own piece with Edvard Munch - What have we kept similar? - Different? How emotive is the piece? Why? Formal Elements: - Line - Colour - Tone - Shape - Space	 Collage/mixed media Research: - **Robert Rauschenberg** - What do the colours suggest? Emotions? Feelings? How was the artist feeling when he painted the piece? Why? What impact does the composition have? Developing skills: - Layering a range of media – paint, magazines, pastels, chalk etc. - What different effects can they create? - Different compositions / colour choices? Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1 Applying skills: Group piece - Collage depicting 'The Industrial Revolution' in the style of Robert Rauschenberg. Evaluation: - Each group to prepare their 'artist's intent' to go alongside their artwork. - Other groups to assess whether they have achieved their intent and how they could have done it more effectively or differently. Formal Elements: - Line - Colour - Tone - Shape - Space

		- Form - Texture	- Form - Texture

	Autumn Term	Spring Term	Summer Term
Design and technology	**Computer Control** **To design and make a celebration card with a light-up element which can be controlled via a computer.** **NC: 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.** **Skill retrieval from previous years**: Simple, parallel and series circuit, levers and sliders, strengthening and stiffening **Investigate, disassembly, evaluate:** - Look at the range and styles of cards available which light up and are moveable - Investigate design elements such as embossing/cutting etc **Focus Practical tasks:** - Investigate programming a crumble controller to light up the LED Sparkle https://www.youtube.com/watch?v=T8U_5Fxqtis&feature=youtu.be - Create circuits that employ a number of components (such as LEDs, resistors and transistors). **Design**: - Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail **Make** - Using techniques learn, children to make their electrical celebration card which can be controlled via scratch - Select appropriate materials, tools and techniques Use skills in using different tools - Cut and join with accuracy to ensure a good-quality finish to the product	**Mechanisms** – levers/cams and followers, gears **To design and make a moving toy for a child.** **NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]** **Skill retrieval from previous years:** Wheels and axles, pulleys, pneumatics, shell structures, frame structures **Investigate, disassembly, evaluate:** - Look at a variety of different toys/ structures which use Cams, gears, wheels and other mechanisms - Research investors and designers Linked to toy making **Focus Practical tasks:** - Investigate the shape of cams and the difference this has on the movement. - Make a simple Cam to control movement within an object. - Investigate how gears support movements - Compare different mechanisms and their functionality - Investigate how to join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes. **Design - Use what they have learnt to design a moving toy** - Communicate their ideas through detailed labelled drawings - Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail - Use results of investigations, information sources, including ICT when developing design ideas **Make** - Make a moving toy for a child - Make appropriate design decisions throughout the making - Utilise different mechanisms to ensure the product is fit for purpose	**Structure** **To design and make a bird hide for our school garden** **NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures** **Skill retrieval from previous years:** Free standing structures, shell structures, Levers and sliders **Investigate, disassembly, evaluate:** - Investigate and research purpose of bird boxes - Children research key events and individuals related to their study of frame structures e.g. Stephen Sauvestre – a designer of the Eiffel Tower; Thomas Farnolls Pritchard – designer of the Iron Bridge. They also learn about locally important design and technology activity related to their project. - Children investigate and make annotated drawings of a range of portable and permanent frame structures, **Focus Practical tasks:** - Use a construction kit consisting of plastic strips and paper fasteners to build 2-D and 3D frameworks. Compare the strength of square frameworks with triangular frameworks. - Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. *How could each of the frameworks be reinforced and strengthened?* - Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. - Demonstrate skills and techniques for accurately joining framework materials together e.g. Creating frame structures using paper straws, square sectioned wood. - Test the strength and functionality of different frame structures - Compare frame structures with free standing structures and shell structures

	- Create circuits that employ a number of components (such as LEDs, resistors and transistors). **Evaluate** - Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests - Record their evaluations using drawings with labels - Evaluate against their original criteria and suggest ways that their product could be improved	- Select appropriate tools, materials, components and technique - Assemble components make working models - Make modifications as they go along - Use skills in using different tools and equipment safely and accurately **Evaluate** - Evaluate a product against the original design specification - Evaluate it personally and seek evaluation from others against the original criteria and suggest ways it can be improved.	**Design:** - Children should be encouraged to generate innovative ideas, drawing on their research. Ask children to develop a simple design specification to guide their thinking. - Children should produce a detailed, step-by-step plan, listing tools and materials - Children's sketches should be annotated with notes to help develop and communicate their ideas. **Make** - Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. - Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frames - Use finishing and decorative techniques suitable for the product they are designing and making **Evaluate** - Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	**What does it mean if Christians believe God is holy and loving?**	**What does it mean to be a Muslim in Britain today?**	**Why do Christians believe Jesus was the Messiah?**	**Why is the Torah so important to Jewish people?**	**Christians and how to live: "What would Jesus do?"**	**What matters most to Humanists and Christians?**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RHE	Mutual respect and tolerance Individual liberty Family Why do some people get married? Mutual respect and tolerance Family Are families ever perfect? Rule of Law	Mutual respect and tolerance Friendship Fr1) What makes a close Friend? Mutual respect and tolerance Individual liberty Mental Wellbeing M1) Does everybody have the same feelings?	Mutual respect and tolerance Individual liberty Friendship Fr2) Can we be different and still be friends? Mutual respect and tolerance Rule of Law Online Safety	Mutual respect and tolerance Rule of Law Online Safety Os3) Meeting strangers online (P4) Rule of law Online Safety Os4) Personal Information, terms and conditions	Mutual respect and tolerance Racism **Lesson 6: Being anti-racist in our actions** Mutual respect and tolerance Friendships Why are some people unkind?	Mutual respect and tolerance Online Safety Os5) Analysing Digital Media (N1) Rule of Law Online Safety Game ratings L6

	Online Safety Os1) Control and consent (S1) (discuss digital age of consent) Online Safety Project Evolve I can describe ways to increase privacy on apps and services that provide privacy settings. Financial Capability/Community C5a) Why is money important?	Online Safety Social Media anxiety L1 Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Stereotypes	S2 social media and Cyberbullying Mutual respect and tolerance Individual liberty Friendship Should friends tell us what to do? Mutual respect and tolerance Physical Health P1) Is there such a thing as a perfect body? Individual liberty Online Safety Self Esteem L2 Mutual respect and tolerance Racism **Lesson 5: Unconscious bias**	Mutual respect and tolerance Rule of Law Online Safety Project Evolve I can explain that taking or sharing inappropriate images of someone even if they say 'it is ok' many have an impact for the sharer and others. Linked with I can describe how things shared privately online can have unintended consequences for others i.e screen grabs Mental Wellbeing M2) Should we be happy all the time? Mutual respect and tolerance Online Safety Os8) Does the internet make us happy? (L1) Mutual respect and tolerance Mental Wellbeing M3) Why do we argue?	Financial Capability Money and emotional wellbeing-PSHE Association **How does money affect my feelings?** Growing Up G1) How will my body change as I get older? Mutual respect and tolerance Growing Up G2) How will my feelings change as I get older? Growing Up G3) How will I stay clean during puberty? Growing Up G4) What is menstruation?	Rule of Law Drugs and Alcohol Drugs- Managing Risk-Medicine Rule of Law Drugs and Alcohol Drugs and Alcohol and legal drugs Online Safety Unhealthy Attention P3 Physical Health P2) How can I stay fit and healthy? Online Safety Digital '5 a day' L4 Physical Health P3) Can I avoid getting ill? Individual liberty Mental Wellbeing M4) Who am I? Mutual respect and tolerance Family Is there such a thing as a normal family?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

French	**Phonetics lessons 1-3 (XT)** In these three sequential lessons, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. **My Family (IN)** By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and how to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.	**The Date (IN)** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated, so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	**What is the Weather? (IN)** By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecast pretending for television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.	**Do You Have a Pet? (IN)** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	**My Home (IN)** During this unit pupils will gain the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	**Habitats (IN)** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.