Curriculum Framework - Year 5

Global Themes

1) **Identity and Diversity (individuality, stereotypes, perception, poverty, accepting differences, gender, cultural diversity)**
2) **Sustainable Development & Globalisation (pollution, global warming, dependency of the environment, conservation, biodiversity, recycling, comparisons across the world, human impact on the environment)**
3) **Human Rights/ Power & Governance (empathy, respect for people, people can bring about change, freedom, peace & conflict, decision-making, community, immigration)**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	**Roadtrip USA**		**The Earth and Beyond**		**Ancient Greece**	**Crime and Punishment**
Educational Visits and Visitor to School			**Centre for Life** **Planetarium?**			**Visit to Hexham Gaol (TBC)** **Chris Connotaughn??**
Hook to Topic:	**Clues to each state,** create **a large interactive map.**					**Murder Mystery Role Play Setting (Wayne Manor)**
Science Throughout all units statutory requirements for working scientifically: . 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,	**Properties and changes of materials** Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution *Do all solids dissolve?* *What effects dissolving?* Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Reverisible changes: evaporating, filtering, sieving, melting, discolving Difficult to reverse: burning, rusting, reactions Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes *Link in with DT & Cooking/Changing State* Explain that some changes result in the formation of new materials, and that this kind		**Earth and space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system *Introduce chn to model of solar system* *Can we track the sun?* *Significant global events e.g. solstice, eclipse* *is pluto a planet? argument/find facts and present.* Describe the movement of the Moon relative to the Earth Make a model of the solar system Describe the Sun, Earth and Moon as approximately spherical bodies *How do we know Earth is round?* *Why do planets have craters?* Use the idea of the Earth's rotation to explain day and night	**Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Egg Experiment – gravity Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Experiment with Mars Rovers made – Friction 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 (Link with DT project – Mars Rover) Which material suitable?	**Living things and their habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	**Animals, including humans** Describe the changes as humans develop to old age - Crime scene human skeleton **Forces** Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Make a guillotine - crime and punishment

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.	of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		and the apparent movement of the sun across the sky. Planets (pluto) – does it qualify as a planet? *Chn conduct 'NASA' experiment using artificial snow* https://spaceplace.nasa.gov/menu/do/			
R.E.	**Christianity** **Beliefs and practices** **What is the best way for a Christian to show commitment to God?**	**Christianity** Christmas Is the Christmas story true?	Sikhism Belief into action How far would a Sikh go for his or her religion?	Christianity Easter Is forgiveness always possible?	Sikhism Beliefs and moral values Are Sikh stories important today?	Christianity Catholic and Protestant
History	**Martin Luther King Character Profile:** Rank sources of information in order. Identify differences between different versions of the past. Give a balanced view of interpretations of the past using different points of view. Make conclusions with evidence as to the most likely version of events. Describe the main changes in a period of history, from several perceptions example political, cultural. Children to research Martin Luther King. Each Fact must be triangulated through multiple sources. Do any differ? Create own dream catcher "I have a dream.." - Apirations -portrait graffiti art Adapt their ideas and viewpoints as new information arises. Native American debate – was it right to take their land for settlement? Understand and use the concept of legacy including Royal families and dynasties**.**		Organise a series of relevant historical information and check this for accuracy. Begin to understand significance. Space Race - compare a timeline of Russia Vs USA Which event is more significant? Russia getting into space Vs USA landing on moon? What's the current mission in Space? Are any other countries involved (China, Russia, USA)? - UK Tim Peake Greek astronomers. - Chn to find out about the way ideas about the solar system have developed by considering work of scientists (Ptolemy, Alhazen and Copernicus) compare geocentric to heliocentric) Why did some people think Stonehenge might have been used at astronomical clocks? Greek discovery of a spherical earth. (Eratosthenes) How did Galileo and Isaac Newton help develop the theory of gravitation?		**Ancient Greece – a study of Greek life and achievements and their influence on the western world** **Influence from Greek parliament**	**A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)** *Changing power of monarchs using case studies such as John, Anne and Victoria.* *Study of the feudal system in Northumberland*

	PHSE – understanding the importance of rules.			
Geography -suggest suitable questions for a fieldwork study -rank information found into order of importance -come to accurate conclusions using information -make careful measurements – e.g. rainfall, noise level, distance -use and understand a simple scale -describe and begin to explain patterns and physical and human changes	**Geographical skills and fieldwork** **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** *Use of Ipads/Google Earth* **Locational knowledge** **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)** Use of Ipads/Google Earth/globes The World – link to Science Features of countries northern/southern hemisphere, weather, lifestyle etc Work out a journey time using their knowledge of time zones Plan own roadtrip across USA. Comparing east with west, north vs south. begin to use a range of graphs, including pie charts. collect statistics about people and places - American statistics collection –project Yellow Stone national park brouchure, - percentages of animals likely to see (pie Chart, bar chart) -rainfall across the year? -Temperature changes across the states (temperature colour coded map – choose 10 for roadtrip and create bar chart. begin to understand geographical patterns – e.g industry by a river. -come to accurate conclusions using information -justify own viewpoint or decision and use new information to adapt their own viewpoint. The impact of the Hudson river. If you were going to settle somewhere where would you choose? Why? Trade between settlements. -describe how change can lead to similarities between different places Study of Alaskan Inuit Tribes and how the location affects the lack of modernisation.	Locate National Advisory Committee for Aeronautics Langley Laboratory in Hampton, Virginia	**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** *Map of Greece: How does its geographical location add to its importance? Empire? How did it grow? Map of Alexander the Great's Empire – compare with maps of modern Greece*	**Geographical skills and fieldwork** **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.** *Fieldwork/measure: Crime scene investigations - measure and draw the school s an aerial view, by measuring and using ratio to draw a scaled map of the school. Digital technology: take photos of school to draw.*

	-physcial geography including climate zones, biomes, vegetation belts, rivers, mountains and earthquakes. San Andreas fault – natural disasters – statistics of death. Plate Techtonics – why and how they work.			
Art and Design	**To create sketch books to record their observations and use them to review and revisit ideas** Regularly analyse and reflect on their progress taking account of what they hope to achieve. ***Sketch famous landmarks (Statue of Liberty) -*** **Keith Haring** – Graffiti Art (Martin Luther King portrait) **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]** Colour (hue, tint, tone and shade) to create mood. Drawing – produce increasingly accurate drawings of objects and people. 3D – use scale when creating. Perspective Art Printing – use screen printing to create images or patterns. Photography – use camera to take specific photos of objects and people. Photography - graffitti art (hunt around schools) drawing - graffit letters /marting luther king self portrait perspective art - statue of liberty **About great artists, architects and designers in history** *Peter Max* ***– artist who helped restore the statue of liberty (history and using his art technique).***	**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]** Colour (hue, tint, tone and shade) to create mood. Drawing – produce increasingly accurate drawings of objects and people. 3D – use scale when creating. Perspective Art Printing – use screen printing to create images or patterns. Screen printing/ perspective art - American flag on moon/ flag flying on moon Photography – use camera to take specific photos of objects and people. *Fantasy landscapes – chalks/charcoal/watercolour/collage* **About great artists, architects and designers in history** ***Kandinsky – Artist*** ***Peter Thorpe - Artist*** **To create sketch books to record their observations and use them to review and revisit ideas** Regularly analyse and reflect on their progress taking account of what they hope to achieve. S	**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]** Drawing – produce increasingly accurate drawings of objects and people. 3D – use scale when creating. **To create sketch books to record their observations and use them to review and revisit ideas** Regularly analyse and reflect on their progress taking account of what they hope to achieve.	**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]** Colour (hue, tint, tone and shade) to create mood. Drawing – produce increasingly accurate drawings of objects and people. 3D – use scale when creating. Perspective Art Printing – use screen printing to create images or patterns. Photography – use camera to take specific photos of objects and people. Print of 'Black Powder' Front cover Portrait Sketches of Tudor Monarchs- oil paints (need shirts - only a little bit of paint) Study of Hans Holbien **To create sketch books to record their observations and use them to review and revisit ideas** Regularly analyse and reflect on their progress taking account of what they hope to achieve.

				Eyes/nose/mouths within the class – combine Skin tone art
Design Technology	**Cooking and nutrition** **Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed** Understand that food is reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. *Compare UK Farms to US Farms (landscape, animals etc.)* *Prawns vs Shrimp (UK/US)* **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.** Develop a simple design specification to guide their thinking Refer back to their design criteria as they design and make Work confidently within a range of contexts (purposeful challenges) Formulate step-by-step plans as a guide to making **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** Accurately measure to nearest mm, mark out, cut and shape materials and components Develop prototypes **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**	**Cooking and nutrition** **Understand and apply the principles of a healthy and varied diet** Understand how food is processed into ingredients that can be eaten or used in cooking (such as packaging, primary and secondary food processing). Know that food ingredients can be fresh, pre-cooked and processed. Know that different food and drink contain different substances (nutrients, water and fibre) which are needed for our health. *Tim Peake – Survival Guide* *Research and Evaluate how food is packaged for use on Earth compared to use in Space.* *How does an Astronaut drink?* *Which of these foods contain the best nutrients, water and fibre to maintain energy in space?* **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.** Develop a simple design specification to guide their thinking Refer back to their design criteria as they design and make Work confidently within a range of contexts (purposeful challenges) Formulate step-by-step plans as a guide to making **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** Accurately measure to nearest mm, mark out, cut and shape materials and components Develop prototypes **Evaluate** **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** Understand how materials have aesthetic properties (such as colourful or soft) Evaluate their ideas and products against their original design specification (testing) Explain their choice of tools and equipment in relation to the skills and techniques they will be using Explain their choice of materials and components according to functional properties and aesthetic qualities *3D model of the solar system* *Paper Globe (3D Net)* *Design and create a Playdough Planet*	**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.** Develop a simple design specification to guide their thinking Refer back to their design criteria as they design and make Work confidently within a range of contexts (purposeful challenges) Formulate step-by-step plans as a guide to making **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** Accurately measure to nearest mm, mark out, cut and shape materials and components Develop prototypes **Evaluate** **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** Understand how materials have aesthetic properties (such as colourful or soft) Evaluate their ideas and products against their original design specification (testing) Explain their choice of tools and equipment in relation to the skills and techniques they will be using Explain their choice of materials and components according to functional properties and aesthetic qualities **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 how materials have aesthetic properties (such as colourful or soft) Identify great designers and their work and use research of designers to influence work *US designers compared to UK designers – London Fashion Week/ New York Fashion Week* Evaluate their ideas and products against their original design specification (testing) Explain their choice of tools and equipment in relation to the skills and techniques they will be using Explain their choice of materials and components according to functional properties and aesthetic qualities Identify great manufacturers and their work and use research of manufacturers to influence work *American Car Manufacturors (e.g.Jeep, Ford etc.) vs British Car Manufacturors (Jaguar, Land Rover etc.)* **Technical knowledge** **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.** Explain how particular parts of their product work (e.g. mechanisms) *Create US landmarks (San Francisco/ Goldengate Bride, Empire State building, World Trade 1 building)* *Design your own American school uniform*	**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]** Research and observe how mechanical systems create movement (Cams, pulleys, hinges or gears) e.g. parachutes Understand that mechanical systems have an input, process and output Understand how materials have aesthetic properties (such as colourful or soft) Explain how particular parts of their product work (e.g. mechanisms) ***Making Mars Rover –*** *Research:* *What does the Rover need to be able to do?* *Comparing the different rovers and different outcomes.* *Name and label the parts of the Rover (body/propulsion/back up energy supply)* *Size/to scale/measurement sketch of rover* *Evaluate size (do we need a large one for the yard?)* *How will it move? Research movement techiques (do you always need wheels?)* *Planet pulley system (Earth and Moon)* *Space diving* *Space (Cams toys)* **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** Develop a simple design specification to guide their thinking Refer back to their design criteria as they design and make Work confidently within a range of contexts (purposeful challenges) Formulate step-by-step plans as a guide to making **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** Know that a 3D textiles product can be made from a combination of fabric shapes Accurately measure to nearest mm, mark out, cut and shape materials and components Develop prototypes **Evaluate** **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** Understand how materials have aesthetic properties (such as colourful or soft) Identify great designers and their work and use research of designers to influence work	Research and observe how mechanical systems create movement (Cams, pulleys, hinges or gears) e.g. parachutes *Guillotine* *Greek Temples* **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.** Develop a simple design specification to guide their thinking Refer back to their design criteria as they design and make Work confidently within a range of contexts (purposeful challenges) Formulate step-by-step plans as a guide to making **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** Accurately measure to nearest mm, mark out, cut and shape materials and components Develop prototypes **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** Identify great designers and their work and use research of designers to influence work *Design, Make and Evaluate a superhero costume* *Design (Interior designer) 10 Downing Street* *Create Houses of Parliament including Big Ben. London Eye*

			Evaluate their ideas and products against their original design specification (testing) Explain their choice of materials and components according to functional properties and aesthetic qualities *Fabric toys – space themed* *Felt pictures –layering* **Build a robot**			
Music	Basic Music and staff -Follow written instructions, including notation when singing or playing. -Play more complex instrumental parts using tuned instruments with confidence. *Rhythm grid with pictures* *Introduce notes* *Rhythm grid with notes* *Children to play notes on chime bars and keyboard.* *Read music* *Teach Stave, treble clef* *Different notes (pace)* *Chime bars*	Reading Notes and Playing Music **-**Understand the use of silence in composition. -Use chords to compose. -Understand how many beats in a minim, etc and recognize their symbols. -Know and use notation of pitch and beat. -Use changes in timbre, pitch and dyna**mic.** *Composing using Garage band on Ipads* *Support from Music Express resources*	Composers and Performing -Begin to identify the work of a small number of named composers. Analyse and compare features from a wide range of music. -Use imagination and confidence when composing. -Show confidence when leading a group. -Lead, take a solo or accompany. -Refine their own work and evaluate the work of others. -Suggest improvements to others work.	Multiple notes to make a chord -Combine several layers of sound with -Have an awareness of how different parts fit together for effect. awareness of combined effect. -Discern and distinguish layers of sound and understand their combined effect.	Making chorus and verses *Identify cyclic patterns-verse and chorus, coda.* *-Recognize how different musical elements are combined expressively in many different types of music.* *-Improvise melodic and rhythmic phrases as part of a group performance.*	Compare with language -Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary.
Computing	**Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact** Digital Literacy – Understand the importance of checking reliability of search information Understand what SPAM is Know how to protect computers against viruses Explore cyberbullying Reputational Damage Fake profiles Content with incites Fraud (oline) Disinformation, misinformation and hoaxes		**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** Computer Science Theory – Understand how the internet works including data packets, IP address, switch, router, DNS Cookies Understand how an intranet works Chn compare time of day at different places on Earth through internet links and direct communication **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content**		**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output** Computer Science Programming – design a computer game including scoring and/or timers using scratch and code Use conditional statements, variables and broadcast messages Create a game where sprites interact Evaluate the effectiveness of games	

	Target of online content including social media and search engines. Content Age restrictions **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content** Use search engines for topic research **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** Information Technology – format text towards a specific purpose Use word counts, bullets, numbering and text alignment Prepare presentation on topic based on set criteria		Chn create fake news stories about the Moon landing using apps such as 'News Booth', iMovie and YouNewsed to create moon landing stories. Chn use augmented reality to create pop-up books of the moon **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** Information Technology – create a spread sheet and recognise terms cell, row, column, =sum() Link with Maths & data		**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** Information Technology – create a multi media eBook	
PSHE (3D Dimensions)	Structure - Just Imagine… **History** Law and Order - In Charge **History** UN Rights - Our Rights	Death and Grief - It's Natural Death and Grief - Poppies **History** Managing Conflict - Families at War **History**	Food Choices - Secret Eaters **Science** Drugs - Just Say No **Science** Alcohol - Drink Aware **Science** Tobacco - Up in Smoke **Science** Substance Abuse - Let's Be Frank **Science**	Physical, Emotional and Mental - 3D Confidentiality - Secret Info Listening - I'm All Ears Responding - Scenarios Community Event - We're Cultured **Geography**	Food Choices - Invention Team **Science** Cooking - Michelin Stars **Science/DT**	Responding - Scrabble Shared Goals - It's All Go Community Spirit - All Join In
P.E. **Ongoing** Modify and refine skills and techniques to improve any performance. -Show a willingness to practice to develop and improve. -Conserve energy over longer distances. -Independently prepare for exercise and use cooling down techniques.	**Swimming and water safety (x11 sessions)** Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. -To swim at least 25m Swim on their front and back using arm and leg actions with smooth coordination. -Control, their breathing and are comfortable on the	**Swimming and water safety (x11 sessions)** Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. -To swim at least 25m Swim on their front and back using arm and leg actions with smooth coordination. -Control, their breathing and are comfortable on the surface and under	**Develop flexibility, strength, technique, control and balance – Gymnastics** -Show control, coordination in travel and balance. -Perform a range of jumps showing control. -Show increasing clarity and fluency in movement. -Make good use of creativity and imagination when creating sequences in dance or gymnastics. -Use movement expressively to convey an idea, mood or feeling. -Combine changes of shape, speed and level in sequence. - Apply skills actions and ideas with increasing coordination and control.	**Perform dances using a range of movement patterns** -Show control, coordination in travel and balance. -Perform a range of jumps showing control. -Show increasing clarity and fluency in movement. -Make good use of creativity and imagination when creating sequences in dance or gymnastics. -Use movement expressively to convey an idea, mood or feeling. -Combine changes of shape, speed and level in sequence. - Apply skills actions and ideas with increasing coordination and control.	**Develop flexibility, strength, technique, control and balance – Indoor Athletics** **Use running, jumping, throwing and catching in isolation** **Compare their performances with previous ones and demonstrate improvement to achieve their personal best.** Use a range of throwing techniques with increasing power and accuracy. -Performa a range of jumps showing control	**Play competitive games, modified where appropriate – Handball** **and apply basic principles suitable for attacking and defending** -Use a range of throwing techniques with increasing power and accuracy. -Apply a broad range of skills to different situations -Use a range of fielding skills and throw with accuracy to hit a target. -Plan different approaches to

	surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. Use personal surviving techniques including floating, sculling and surface diving.	water swimming fluently and with control when using back crawl, front crawl and breast stroke. Use personal surviving techniques including floating, sculling and surface diving.				attacking and defending -Choose the best pace to use in athletics or games. -Show growing awareness of space in team games. -Work to keep or gain possession.
	Play competitive games, modified where appropriate – Football **and apply basic principles suitable for attacking and defending** -Use a range of throwing techniques with increasing power and accuracy. -Apply a broad range of skills to different situations -Use a range of fielding skills and throw with accuracy to hit a target. -Plan different approaches to attacking and defending -Choose the best pace to use in athletics or games. -Show growing awareness of space in team games. -Work to keep or gain possession.	**Play competitive games, modified where appropriate – Basketball** **and apply basic principles suitable for attacking and defending** **Use running, jumping, throwing and catching in isolation and in combination** -Use a range of throwing techniques with increasing power and accuracy. -Apply a broad range of skills to different situations -Use a range of fielding skills and throw with accuracy to hit a target. -Plan different approaches to attacking and defending -Choose the best pace to use in athletics or games. -Show growing awareness of space in team games. -Work to keep or gain possession.	**Take part in outdoor and adventurous activity challenges both individually and within a team** -Read a variety of maps and plans accurately, recognising symbols and features -Use physical and teamwork skills well in a variety of different challenges -Successfully apply their skills and understanding to new challenges and environments.	**Develop flexibility, strength, technique, control and balance – Outdoor Athletics** **Use running, jumping, throwing and catching in isolation** **Compare their performances with previous ones and demonstrate improvement to achieve their personal best.** Use a range of throwing techniques with increasing power and accuracy. -Performa a range of jumps showing control	**Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending** *Tennis* Combine, vary and choose appropriate strategies and tactics. -Choose and use the most appropriate skills, tactics and actions to cause problems.	**Play competitive games, modified where appropriate – Rounders** **and apply basic principles suitable for attacking and defending** **Use running, jumping, throwing and catching in isolation and in combination** -Use a range of throwing techniques with increasing power and accuracy. -Apply a broad range of skills to different situations -Use a range of fielding skills and throw with accuracy to hit a target. -Plan different approaches to attacking and defending -Choose the best pace to use in athletics or games. -Show growing awareness of space in team games. -Work to keep or gain possession.
Languages	**Language Content** Revision of greetings and describing yourself Revision of previously taught colours Use of pronouns when describing family Revision of Christmas nouns and use in writing Numbers 30 – 50		**Language Content** Using previously taught knowledge of food and drink in a restaurant situation Numbers 50 -100 **Aural, oral, reading and writing in short paragraphs**		**Language Content** School Express preferences and use 'my favourite . . Revision of time (linked to school and routines) Daily routine **Aural, oral, reading and writing in short**	

	Aural, oral, reading and writing in short paragraphs **Knowledge about Languages** The indefinite article – masculine and feminine Use of accents on French words Study of Paris	**Knowledge about Languages** Je voudrais plus er verb The definite article Negatives (I like, I don't like)	**paragraphs** **Knowledge about Languages** Position of adjectives and agreement with noun Traditional French celebrations
Project Afternoon	**Autumn 1** **History** Research an influential American and create a character profile. How did they have an impact? What did they change? **Art and Design** Freedom is represented through the American Flag, the Statue of Liberty's flame and the Eagle. How would you represent freedom in a piece of art? **Art and Design** Choose an American State and represent it using a shoe box. **History** The American Dream What does it mean? What would your dream be? **Geography** Collect statistics about favourite American items/food/places.sports/music and present it using a bar/pie chart. **Geography** Compare old state Vs modern state. What changes are there? **Geography** Identify human and physical features of New York State/Travel Diary throughout New York. Pictures/ selfies/ green screen/ map/ drawings **Science** Using your knowledge of materials and their properties, investigate the different practical uses of these materials around school. Choose 5 and explain why they are used for a particular product. If you were to design a school for the future, what materials would you use and why? **DT** Golden Gate Bridge – what makes bridges strong? Compare 3 methods used and test.	**Spring 1** **History/ICT** Research famous people who have contributed to space history. Present using a form of multimedia presentation **Music** Create a piece of music reflecting the mood and atmosphere of a planet. **PE** Create a short dance sequence to accompany your piece of music. How will you plan, record and deliver your sequence? **Art** Research some examples of artists/artwork influence by space. Use these examples and different techniques to create your own piece of art inspired by space. **Spring 2** **Science** Plan and execute their own gravity and resistance experiment testing the speed at which certain objects fall? **DT** Research spacesuits that astronauts use for their missions. Think about what materials you might need to create your own spacesuit for a small action figure. **Geography** Use search tools to help you to create a map of the planets and mark on information such as distance from Earth and time it would take to travel to each planet. **ICT** Research how computing technology is used to monitor activity in space. Record your findings in an engaging and interesting way. How could you use the technology to improve the global environment?	**Summer 1** **Computing** Create a multi-media presentation using cut, copy and paste techniques and exploring themes and backgrounds, that explores an aspect of life in Ancient Greece **History** Create a pictorial timeline that identifies the significant events in the Greek period **Geography** Research modern Greece and create a travel brochure **Summer 2** **Design Technology** Research, design and make their own version of a cluedo game board **History/Design Technology** Find out about the Guillotine. Who designed it? When/where was it most commonly used? How did it work? Create designs and then construct their own models **Cross Curricular** Research how Crime and punishment have changed through the ages. Produce a multi-layered fact file

	ly? **Art** Different perspectives of the statue of liberty.		