

**Horn Park Primary School**  
**Year Group 5**  
**Curriculum Overview 2016-2017**

<p><b>Writing – vocabulary, grammar and punctuation</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>▪ indicate grammatical and other features by: <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> <li>- punctuating bullet points consistently</li> </ul> </li> <li>▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>	<p><b>Reading- comprehension</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>▪ understand what they read by: <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> <li>▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>▪ provide reasoned justifications for their views.</li> </ul> </li> </ul>	<p><b>Composition</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by: <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- precisising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	
<p><b>Writing-transcription</b>  <b>Spelling (see English Appendix 1)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand the guidance for adding them</li> <li>▪ spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>▪ continue to distinguish between homophones and other words which are often confused</li> <li>▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>▪ use dictionaries to check the spelling and meaning of words</li> <li>▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>▪ use a thesaurus.</li> </ul>	<p><b>Reading- word reading</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply 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.</li> </ul>	<p><b>Handwriting and presentation</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>▪ choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>	
<p><b>Number-number and place value</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>▪ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>▪ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>▪ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>▪ solve number problems and practical problems that involve all of the above</li> <li>▪ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<p><b>Number- addition and subtraction</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>▪ add and subtract numbers mentally with increasingly large numbers</li> <li>▪ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p><b>Number- multiplication and division</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>▪ know and use the vocabulary of prime numbers, prime factors and composite (non- prime) numbers</li> <li>▪ establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>▪ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>▪ multiply and divide numbers mentally drawing upon known facts</li> <li>▪ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret</li> </ul>	<p><b>Number- fractions (including decimals and percentages)</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare and order fractions whose denominators are all multiples of the same number</li> <li>▪ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>▪ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>52 + 54 = 56 = 1 \frac{51}{100}</math> ]</li> <li>▪ add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>▪ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>▪ read and write decimal numbers as fractions [for example,</li> </ul>

		<p>remainders appropriately for the context</p> <ul style="list-style-type: none"> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> <li>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<p><math>0.71 = 71 \div 100</math></p> <ul style="list-style-type: none"> <li>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>read, write, order and compare numbers with up to three decimal places</li> <li>solve problems involving number up to three decimal places</li> <li>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> <li>solve problems which require knowing percentage and decimal equivalents of 21, 41, 51, 52, 54 and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>
<p><b>Geometry- position and direction</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> </ul>	<p><b>Geometry- properties of shapes</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees (o)</li> <li>identify: <ul style="list-style-type: none"> <li>angles at a point and one whole turn (total 360o)</li> <li>angles at a point on a straight line and 21 a turn (total 180o)</li> <li>other multiples of 90</li> </ul> </li> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul>	<p><b>Statistics</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in a line graph</li> <li>complete, read and interpret information in tables, including timetables.</li> </ul>	<p><b>Measurement</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> <li>estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>solve problems involving converting between units of time</li> <li>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul>

Subject	Autumn 1 Whole School Focus: Bathers of Asnieres  Year 5 Focus: Pollution	Autumn 2 Year 5 Focus: Spies	Spring 1 Whole School Focus: Dangerous Journeys	Spring 2 Whole School Focus: Greenwich Times  Year 5 Focus: Tudors	Summer 1 Year 5 Focus: Shaun Tan	Summer 2 Whole School Focus: Olympics
Trips	Sutcliff park- pollution river/habitats National gallery-	Science museum	Greenwich royal observatory	The globe	Brunel museum	Olympic focus
PHSCE	PHSCE Core Values: Responsibility, Freedom/Tolerance	PHSCE Core Values: Respect, Forgiveness	PHSCE Core Values: Perseverance and Co-operation	PHSCE Core Values: Kindness and Unity	PHSCE Core Values: Trust	PHSCE Core Values: Resilience and Honesty

Science	<p><b>Animals including Humans</b></p> <p>Describe the changes as humans develop to old age. Discuss why living things need to reproduce and look in detail at human life cycle, comparing with other animals. Revise main body parts associated with the digestive system Describe the simple functions of the basic parts of the digestive system in humans. Compare the organ systems of the human body with that of other using scientific techniques, Identify the different types of teeth in humans and their simple functions.</p>	<p><b>Properties and changes of material</b></p> <p>Compare and group together everyday materials on the basis of their properties, know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution, demonstrate that dissolving, mixing and changes of state are reversible changes, explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p><b>Earth and Space</b></p> <p>Introduced to a model of the Sun and Earth to explain day and night., the Earth's rotation to explain day and night and the apparent movement of the sun across the sky, learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p>	<p><b>Forces</b></p> <p>Explore falling objects and raise questions about the effects of air resistance, explore the effects of air resistance by observing how different objects fall. Experience forces that make things begin to move, explore the effects of friction on movement, observing the effects of a brake on a bicycle wheel. Pupils work scientifically by: exploring objects making a variety of parachutes and carrying out fair tests, explore resistance in water by making and testing boats of different shapes.</p>	<p><b>Living things and their Habitats (Y5) /Living things and their Habitats (Y6)</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Classify plants and animals based on specific characteristics, grouping living things. Through direct observations where possible, classifying animals into commonly found invertebrates and vertebrates, amphibians, reptiles, birds and mammals). Discuss reasons why living things are placed in one group and not another. Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. Animals including humans.</p>	
Computing	<p>Assessment what we can do Copy paste/ Text type/ insert Internet research copy paste for internet put into document Word publish Create poster linked to topic</p>	<p>.Recognises that software relies on codes/programming to run and that a range of different coding languages exist. Understand how to use a range of assisted programing software to plan, design and debug a simple platform game, which</p>	<p>- <b>Design, write and debug programs</b> that accomplish specific goals, including controlling or simulating physical systems; <b>solve problems</b> by decomposing them into smaller parts.</p>	<p>- <b>Use sequence, selection, and repetition</b> in programs; work with variables and various forms of <b>input and output</b>. - Use logical reasoning to explain how some simple <b>algorithms</b> work and to <b>detect and correct errors</b> in algorithms and programs</p>	<p>Understand how to control the input of different variables so the output is enhanced for both an on screen programming device and a physical device (this can be linked or separate)Understand how to detect (debug) and correct errors to enable a successfully outcome. Use logical reasoning for outcomes based on understanding of selections, specific goals and variables.</p>	<p><b>Design, write and debug programs</b> that accomplish specific goals, including controlling or simulating physical systems; <b>solve problems</b> by decomposing them into smaller parts. - <b>Use sequence, selection, and repetition</b> in programs; work with variables and various forms of <b>input and output</b>. - Use logical reasoning to explain how some simple <b>algorithms</b> work and</p>

					Consider their wider audience when developing a project.	to <b>detect and correct errors</b> in algorithms and programs.
Design and technology	<p>Mechanisms (e.g. cams)</p> <p>Preparing cooked dishes</p> <p>More complex structures</p>	<p>Investigate products/images to collect ideas for planning.</p> <p>Produce detailed drawings with clear annotation.</p> <p>Sketch alternative ideas.</p> <p>Think about how they work, how they are made, how they are used and the views of people who use them.</p> <p>Create a set of design criteria based on these things for their own product</p> <p>Pupils should explore and learn about key inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products.</p> <p>Understand how much products cost to make.</p> <p>Analyse taste, texture, smell and appearance of a range of foods and state preferences.</p> <p>Understand that seasons may affect the food available</p>	<p>How materials can be combined to make more useful properties.</p> <p>Strengthening paper to make stable structures</p> <p>Explore different ways to make a structure more stable</p> <p>Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</p> <p>Explore how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>Practise how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Know what a cam mechanism is and that it is made of 3 different parts: cam, slide and follower.</p> <p>Know how different cams produce different</p>	<p>Mechanisms (e.g. cams)</p> <p>Preparing cooked dishes</p> <p>More complex structures</p>	<p>Investigate products/images to collect ideas for planning.</p> <p>Produce detailed drawings with clear annotation.</p> <p>Sketch alternative ideas.</p> <p>Think about how they work, how they are made, how they are used and the views of people who use them.</p> <p>Create a set of design criteria based on these things for their own product</p> <p>Pupils should explore and learn about key inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products.</p> <p>Understand how much products cost to make.</p> <p>Analyse taste, texture, smell and appearance of a range of foods and state preferences.</p> <p>Understand that seasons may affect the</p>	<p>How materials can be combined to make more useful properties.</p> <p>Strengthening paper to make stable structures</p> <p>Explore different ways to make a structure more stable</p> <p>Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</p> <p>Explore how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>Practise how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Know what a cam mechanism is and that it is made of 3 different parts: cam, slide and follower.</p> <p>Know how different</p>

		Understand how food is processed into ingredients that can be eaten or used in cooking	type of movement (rise (move up), fall (move down) or dwell (remain stationary))		food available  Understand how food is processed into ingredients that can be eaten or used in cooking	cams produce different type of movement (rise (move up), fall (move down) or dwell (remain stationary))
History		<p>Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies</p> <p>make comparisons between different times in history. Study different aspects of life of different people, including differences between experiences of men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late times studied compare an aspect of life with the same aspect in another period</p>		<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confident use of library, e-learning, research</p> <p>Compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events.</p>	<p>Fit events into a display sorted by theme time</p> <p>Use appropriate terms, matching dates to people and events record and communicate knowledge in different forms</p> <p>Work independently and in groups showing initiative. Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies make comparisons between different times in history</p>	
Geography	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Compare a region in UK</p>		<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid</p>			<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Compare a region in UK</p>

	with a region in North. or South. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).		references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			with a region in North. or South. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).
Religious Education	<p><b>Christianity</b> Unit 7: Who was Jesus?</p> <p>Who do Christians believe Jesus to be? What evidence do Christians base their beliefs upon? what meaning does the life and death of Jesus have for Christians. Beliefs, teachings and sources; Ways of life; Forms of expression. Identity and Belonging. Meaning, purpose and truth.</p>	<p><b>Christianity</b> Unit 8: Christian Festivals</p> <p>How do festivals help Christians to remember Jesus and His teachings? what happens in places of worship to help Christians understand the meaning behind their festivals? Beliefs, teachings and sources. Ways of life. Forms of expression. Identity and Belonging. Meaning, purpose and truth. Values and commitments.</p>	<p><b>Sikhism</b> Unit 1: Gura Nanak and his teachings</p> <p>What do Sikhs believe about God? what does Guru mean? what does it mean to be equal? Beliefs, teachings, sources; Practices and ways of life. Identity and belonging. Meaning, purpose and truth.</p>	<p><b>Sikhism</b> Unit 2: Sikh teaching and life</p> <p>The Gurus and the Guru Granth Sahib teach Sikhs how to live Three important rules to follow: work honestly share food with the needy remember Gurus showed how to put teachings into practice in their lives story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya special celebrations – Akhand Path Sikhs worship at home and in the Gurdwara the Guru Granth Sahib teaches Sikhs how to live Sikhs share and show that</p>	<p><b>Buddhism</b> Unit 1: the Buddha</p> <p>what is a Buddha? how did the Buddha teach that people should live? Beliefs, teachings and sources Practices and ways of life Meaning, purpose and truth Values and commitments. Buddha's search for truth. Buddha means the 'awakened one'. He was a human being who 'woke up' from the 'sleep of confusion' and became aware of the truth. The Buddha became free of suffering and was able to help others to 'awaken themselves' teachings of the Buddha the Four Noble Truths.</p>	<p><b>Buddhism</b> Unit 2: Living as a Buddhist</p> <p>What is the importance of a temple or a Buddhist centre? why do Buddhists have images of the Buddha? Teachings and sources Practices and ways of life. Identity and belonging. Meaning, purpose and truth Lives out the teachings of the Buddha all members support one another story of The King's Elephant – keeping good company matters Buddhists meditate to help them understand the Buddha's teachings The home shrine A Temple or Buddhist</p>
Art and design	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use a wide range of media and implements to make different marks, lined, patterns, textures and shapes within a drawing.</p> <p>Explore and use different shading techniques (e.g. hatching, cross hatching, stippling)</p> <p>Identify and draw the effect of light (shadows) on a range of objects and surfaces.</p> <p>Develop close observation skills using view finders.</p>	<p>Develop a painting from a drawing.</p> <p>Choose suitable equipment for task (e.g. size of paper or paintbrush needed)</p> <p>Experiment with different media and materials and mixing appropriate colours</p> <p>Be able to identify primary, secondary, complementary and contrasting colours</p> <p>Mix and use tints and shades.</p>	<p>Plan designs becoming aware of scale, space and composition.</p> <p>Continue to use print using relief or impressed method</p> <p>Use knowledge of colour mixing to inform choice of colour for an image</p> <p>Overlay prints using 2 or 3 colours and using different blocks</p> <p>Compare processes used in different styles and traditions of printing, express opinion and evaluate processes used.</p>			

	Begin to show an awareness that objects have a third dimension.  Begin to use simple perspective in drawings, using a single focal point and horizon.					
Languages French Understand spoken words and phrases and respond to Simple questions Topic linked vocabulary focus	<p><b>Classroom language</b> Introduce question words (with gestures) ¿Cómo? ¿Qué? ¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál?</p> <p><b>Asking for &amp; giving the time</b> ¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock)</p> <p><b>Asking for &amp; giving the time</b> ¿Qué hora es? (What time is it?) Son las cinco y diez. (It's ten past five.) Son las cinco menos veinte. (It's twenty to five.)</p> <p>To say 'at ... o'clock.' To describe what you usually have for breakfast.</p>	<p><b>¿Qué desayunas? (What do you have for breakfast?)</b> Using different parts of the -AR verb desayunar. (yo) desayuno (tú) desayunas (él / ella) desayuna (nosotros) desayunamos (vosotros) desayunáis (ellos / ellas) desayunan</p> <p>To practise saying what you eat and drink for lunch on different days.</p> <p><b>Developing dictionary skills with nouns</b> <b>Dictionary lesson 1</b> Using alphabetical order, working out when to use a dictionary and when not to</p> <p><b>Mealtimes and expressions of frequency</b> siempre (always) normalmente (usually) a veces (sometimes) nunca (never)</p>	<p><b>Sports &amp; likes/dislikes (me gusta/no me gusta) - survey</b> ¿Te gusta (el rugby)? (Do you like (rugby)? el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics)</p> <p><b>Saying what sports you play/do</b> Saying what sports you do using 'Juego al...' or 'Practico...'</p> <p><b>Saying how often you do something</b> Los lunes (On Mondays) etc with rest of the days of the week Todos los días (every day) Una vez a la semana (once a week) Dos veces a la semana (twice a week) A veces (sometimes) Nunca (never)</p>	<p><b>Regular -AR verb Practicar - to do (sports)</b> (yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos (vosotros) practicáis (ellos / ellas) practican</p> <p><i>Describe sports done using the verb 'practicar' including when and how often these are done.</i></p> <p><b>To use verbs to give instructions</b> Dad la vuelta (Turn around), ¡Saltad! (Jump!), Dad un paso a la derecha (Take a step to the right), Toca los pies (Touch your feet),</p> <p><b>Creating a simple exercise/dance routine</b> (and dance Hokey Cokey in Spanish)</p>	<p><b>To identify different types of music and give likes / dislikes</b> el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional En mi opinión (in my opinion) Pienso que (I think that)</p> <p><b>Saying what instruments you hear</b> <b>Identifying Spanish words for instruments</b> <b>Referring to a dictionary (3)</b> el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes that all school children learn) ¿Qué instrumento tocas? (What instrument do you play?)  ¿Qué instrumento sabes tocar? (What instrument can you play?) <b>Song - I am the music man</b></p>	<p><b>Learning to give reasons with 'porque'</b> tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)</p> <p><b>Learning to give reasons with 'porque'</b> ¿Te gusta...? (Do you like?) ¿Por qué te gusta..? (Why do you like..?) Porque es + adjective (masc. / fem. ending)</p> <p><b>Creating own song/rap</b></p> <p><b>Performing</b></p>
Music <b>Whole year:</b> Sing songs • Play tuned & untuned instruments	Show control, phrasing and expression in singing. Hold part in a round. Hold part in a 2 part	Compose and perform melodies using four or five notes including pentatonic scale.	Know how pulse, rhythm and pitch fit together.  Use a range of words to describe music eg.	Compare music in history/ different cultures.  Understand value of crotchet, minim,	Show control, phrasing and expression in singing. Hold part in a round. Hold part in a 2 part	Compose and perform melodies using four or five notes including pentatonic scale.

<p>musically</p> <ul style="list-style-type: none"> <li>• Listen &amp; understand live and recorded music</li> <li>• Make and combine sounds musically</li> </ul>	<p>harmony.</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own in a performance using voice and/or instruments.</p>	<p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs.</p> <p>Record compositions using non-standard notation- e.g. lines to represent notes.</p> <p>Identify where to place emphasis and accents in a song to create effects.</p>	<p>duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo</p> <p>Identify instruments from different families in the orchestra.</p>	<p>semibreve and quaver and read them on the staff.</p>	<p>harmony.</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own in a performance using voice and/or instruments.</p>	<p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs.</p> <p>Record compositions using non-standard notation- e.g. lines to represent notes.</p> <p>Identify where to place emphasis and accents in a song to create effects.</p>
<p>Physical Education</p>	<p><b>Football:</b></p> <p>Children select and combine their skills, techniques and ideas and apply them, appropriately and consistently.</p> <p>Fundamental movement skills are still drawn upon to master techniques but are demonstrated with confidence and are adapted to fit the skill involved.</p>	<p><b>Swimming:</b></p> <p>Children are identifying and demonstrating how to: Move in water (for example, jump, walk, hop and spin, using swimming aids and support). Float and move with and without swimming aids. Feel the buoyancy and support of water and swimming aids. Propel themselves in water using different swimming aids, arms and leg actions and basic strokes</p>	<p><b>Health and Fitness:</b></p> <p>Pupils explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity, being able to distinguish between dynamic and static stretching.</p> <p>They are aware why regular, safe exercise is good for their fitness and health and have understanding of the long and short term effects of physical activity.</p>	<p><b>Dance:</b></p> <p>Children are able to analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.</p>	<p><b>Cricket:</b></p> <p>Children demonstrate how to catch a cricket ball coming from various heights with varying consistency.</p> <p>Can demonstrate how to strike the cricket ball using the correct technique and stance.</p> <p>Can identify how to bowl and are exploring different techniques.</p>	<p><b>Athletics:</b></p> <p>Children use fundamental movements to explore a range of skills. Children are able to copy, repeat and demonstrate basic actions with confidence, control and co-ordination.</p> <p>Continue to embed fundamental movement skills ready to compete in sportsday.</p>