

**Horn Park Primary School**  
**Year Group 5**  
**Curriculum Overview 2017/ 2018**

**English Skills Overview**

**Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

**Reading- comprehension**

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - 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
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - 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
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
    - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
    - distinguish between statements of fact and opinion
    - retrieve, record and present information from non-fiction
    - 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
    - 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
    - provide reasoned justifications for their views.

**Composition**

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - precisising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

<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:</li> <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>
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**Maths Skills Overview**

<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 remainders appropriately for the context</li> <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><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, <math>0.71 = \frac{71}{100}</math>]</li> <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> </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> </ul>

	<ul style="list-style-type: none"><li>▪ draw given angles, and measure them in degrees (o)</li><li>▪ identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 21 a turn (total 180o) other multiples of 90</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>		<ul style="list-style-type: none"><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>
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Subject	Autumn 1 Whole School Focus: Imagination	Autumn 2	Spring 1 Whole School Focus: Animal Kingdom	Spring 2	Summer 1 Whole School Focus: Cracking Inventions	Summer 2 Lemony Snicket
Trips	Observatory	The Clink Museum	The Lion King	British Museum	Science Museum	The Globe
PHSE	<b>PHSCE Core Values</b>  Responsibility, Freedom/Tolerance	<b>PHSCE Core Values</b>  Respect, Forgiveness	<b>PHSCE Core Values</b>  Perseverance and Co- operation	<b>PHSCE Core Values</b>  Kindness and Unity	<b>PHSCE Core Values</b>  Trust	<b>PHSCE Core Values</b>  Resilience and Honesty
Science	<b>Earth and Space</b> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>Describe the movement of the moon relative to the Earth</li> <li>Describe the sun, Earth and moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<b>Forces</b> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	<b>Living Things and Their Habitats (Year 6)</b> <ul style="list-style-type: none"> <li>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</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<b>Properties and changes of material</b> <ul style="list-style-type: none"> <li>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</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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 <b>bicarbonate of soda</b></li> </ul>	<b>Animals including Humans</b> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>	<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul>

<b>Computing</b>	<b>Emails and Internet</b> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>▪ 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</li> </ul>	<b>Purple Mash – Coding</b> <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<b>Comic Life – Internet Safety</b> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<b>Kodu</b> <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<b>Inkscape – Digital Artists</b> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<b>App Shed</b> <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>▪ 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</li> </ul>
<b>Design and technology</b>		<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b> 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</p>		<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b> 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</p>	<p><b>Cooking and Nutrition</b></p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>When designing and making, pupils should be taught to:</b></p> <p><b>Design</b> 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>	

		<p>aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>		<p>aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p>	
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<b>History</b>		<b>Crime and Punishment</b>  <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>  <ul style="list-style-type: none"> <li>- Key turning points (crime and punishment) significant acts/ages (Medieval/ Tudors/ Victorians, 1829 (police)**</li> <li>- How has crime and punishment developed over time? **</li> <li>- What crime/ punishments have remained the same/ changed the most? ***</li> <li>- What has caused crimes/ punishments to change? *</li> <li>- <i>What crime/ punishments have remained the same/ changed the most? ***</i></li> <li>- Analytical Writing - referencing sources in writing beginning to question reliability - How has the punishment system in England developed for the better?</li> </ul>		<b>Maya</b>  <i>A non-European society that provides contrasts with British history</i>  <ul style="list-style-type: none"> <li>-How did the Maya people count in (numbers and dates)?</li> <li>-How does ancient Maya compare to Britain? (300 BC, 900 AD)</li> <li>-Mayan Pyramids Vs Egyptian Pyramids</li> <li>-What was the cause and consequence for that Maya people moving into Mexico in 900 AD?</li> <li>-How have we found out about the Maya's – is our evidence reliable</li> <li>-What was the Maya;s most significant achievement?</li> <li>-What can we learn from the Maya codex?</li> <li>-Debate - What was the Maya's most significant achievement?</li> </ul>		<b>Inventions through time</b>  <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>  <ul style="list-style-type: none"> <li>-Key turning points</li> <li>What has been the most significant invention? ***</li> <li>-How have inventions develop over time? **</li> <li>-Why do we invent things? *</li> <li>-Why do people disagree on the most significant invention?</li> <li>-How have the purposes of inventions changed? **</li> <li>-How have the purposes of inventions changed? **</li> <li>-Debate- What is the most significant invention ever made?</li> </ul>
<b>Geography</b>	<b>Fieldwork Study - Swanage</b> <i>Children to use fieldwork to investigate the local areas including: identifying both human and physical geography, land use and changes over time</i>  <i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i>  <i>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>  <i>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.</i>		<b>Rainforests</b> <i>Children to develop their understanding of the physical geography of rainforests, their climate and formation.</i>  <i>physical geography: biomes and vegetation belts,</i>		<b>Where in the World?- South America (Brazil, Peru, Argentina)</b> <i>Children to use maps to investigate the countries within South America and their similarities and differences with the UK.</i>  <i>locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>  <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America</i>  <i>human geography,: types of settlement and land use,</i>  <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>  <i>use the eight points of a</i>	

					<i>compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>	
<b>Religious Education</b>	<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</p> <p>Festivals 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</p> <p>His teachings What do Sikhs believe about God? what does Guru mean? what does it mean to be equal?</p> <p>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 what is a Buddha?</p> <p>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>
<b>Art and Design</b>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>		<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>			<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>
<b>Music</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of</li> </ul>		<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of</li> </ul>		<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-</li> </ul>	



	<ul style="list-style-type: none"> <li>music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>		<ul style="list-style-type: none"> <li>music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>		<ul style="list-style-type: none"> <li>related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	
<b>MFL</b>	<p>Classroom language Introduce question words (with gestures) ¿Cómo? ¿Qué? ¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál?</p> <p>Asking for &amp; giving the time ¿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>Asking for &amp; giving the time ¿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>¿Qué desayunas? (What do you have for breakfast?) 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 <u>lunch</u> on different days.</p> <p>Developing dictionary skills with nouns Dictionary lesson 1 Using alphabetical order, working out when to use a dictionary and when not to</p> <p>Mealtimes and expressions of frequency siempre (always) normalmente (usually) a veces (sometimes) nunca (never)</p>	<p>Sports &amp; likes/dislikes (me gusta/no me gusta) - survey ¿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>Saying what sports you play/do Saying what sports you do using 'Juego al...' or 'Practico...'</p> <p>Saying how often you do something 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>Regular -AR verb Practicar - to do (sports) (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>To use verbs to give instructions</p> <p>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>Creating a simple exercise/dance routine (and dance Hokey Cokey in Spanish)</p>	<p>To identify different types of music and give likes / dislikes</p> <p>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>Saying what instruments you hear Identifying Spanish words for instruments Referring to a dictionary (3) 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)</p> <p>¿Qué instrumento tocas? (What instrument do you play?)</p> <p>¿Qué instrumento sabes tocar? (What instrument can you play?) Song - I am the music man</p>	<p>Learning to give reasons with 'porque' tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)</p> <p>Learning to give reasons with 'porque' ¿Te gusta...? (Do you like?) ¿Por qué te gusta...? (Why do you like...?) Porque es + adjective (masc. / fem. ending)</p> <p>Creating own song/rap</p> <p>Performing</p>
<b>Physical Education</b>	<b>Football</b>	<b>Swimming</b>	<b>Health and Fitness</b>	<b>Dance</b>	<b>Cricket</b>	<b>Athletics</b>
	Children select and combine their skills, techniques and ideas and apply them, appropriately and consistently.	Children are identifying and demonstrating how to: Move in water (for example, jump, walk, hop and spin, using swimming	Pupils explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the	Children are able to analyse and comment on skills and techniques and how these are applied in their own and	Children demonstrate how to catch a cricket ball coming from various heights with	Children use fundamental movements to explore a range of skills. Children are able to copy, repeat and demonstrate

	<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>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>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>others' work. They modify and refine skills and techniques to improve their performance.</p>	<p>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>basic actions with confidence, control and co-ordination.</p>
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