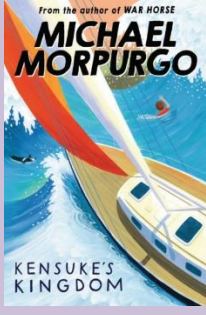

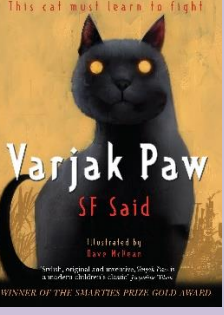
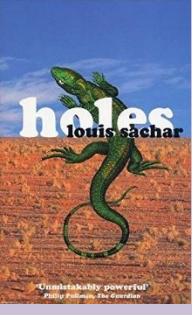
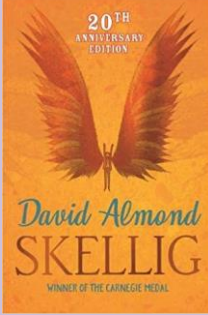
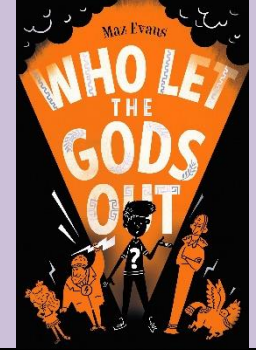




Avonwood Primary School Year 5 Curriculum Map

	AUTUMN		SPRING		SUMMER	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question(s)	How does helping others help us?	Can we learn from our past?	What is family?	How does friendship give us strength?	What lessons can we learn from nature?	Is power everything?
Reading Key Text	<p>Kensuke's Kingdom by Michael Morpurgo</p> 	<p>A Christmas Carol by Charles Dickens</p> 	<p>Varjak Paw by S F Said</p> 	<p>Holes by Louis Sachar</p> 	<p>Skellig by David Almond</p> 	<p>Who Let the Gods Out? by Maz Evans</p> 
Earth Charter Links	Life Peace Love	Past	Interconnected Family	Family	Life Interconnected Earth	Past
Launch Event	Survival Day	Victorian Drama	Roman dress up day	D&T week Year Poetry Performance	Paulton's Park	Puzzle pieces across school – climate change Make a biome in a jar
Finale Event	Forest School Fridays		Theatre visit	Share learning	Falconry UK bird visit	Leeson House – Rivers trip
Visitors and visits	Author visit/skype call	Christmas Carol singing	Theatre visit	Lesson House	Falconry UK	Swimming
Reading: fiction	<p>Fiction</p> <p>Kensuke's Kingdom by Michael Morpurgo</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text 	<p>Fiction</p> <p>A Christmas Carol by Charles Dickens</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text 	<p>Fiction</p> <p>Varjak Paw by S F Said</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text 	<p>Fiction</p> <p>Holes by Louis Sachar</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text 	<p>Fiction</p> <p>Skellig by David Almond</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text 	<p>Fiction</p> <p>Who Let the Gods Out? by Maz Evans</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text

<p>Reading: alternative texts</p>	<p>Non-fiction</p> <p>Science texts – Mentos and coke; Plasma</p> <p>Newspaper report – Adventure focus, Washed up on an island/shipwrecked, Hashima Island</p> <p>Alternative book passages – Around the World in Eighty Days; The Island at the End of Everything</p> <p>(Auto)biography – Hokusai; Michael Morpurgo</p> <p>Non-fiction texts – rivers; the water cycle; flooding</p> <p>Poem – A River’s Journey <i>by Angela Yarde Storm at Sea</i></p> <p>The Rhythm of the Rain (picture book) <i>by Grahame Baker Smith</i></p> <p>Song – How Far I’ll Go (<i>Moana</i>)</p>	<p>Non-fiction</p> <p>Alternative book passages – Street Child; Oliver Twist; Little Match Girl video?</p> <p>Tolkein The Hobbit</p> <p>Non-fiction texts – The Romans;</p> <p>Play script – A Christmas Carol</p> <p>Newspaper report – charity based</p> <p>(Auto)biography – Charles Dickens; Dr Barnardo</p> <p>Poem – ‘Twas the Night Before Christmas <i>by Clement Clarke Moore</i></p> <p>Song – Oliver Twist, The Grinch</p>	<p>Non-fiction</p> <p>Science texts – Life cycle of a butterfly;</p> <p>Alternative book passages – The Amazing Story of Adolphus Tips; War Horse; Pax (1st chapter)</p> <p>Non-fiction texts – Veterinary article on cats; Feline behaviour article, Life Cycle of a Hedgehog</p> <p>Newspaper report – Fictional missing cats</p> <p>(Auto)biography –</p> <p>Cicada <i>by Shaun Tan</i> (picture book)</p> <p>Poem – Boudicca the Warrior Queen</p> <p>Song – The Circle of Life (<i>The Lion King</i>)</p> <p>Michael Rosen – Dead Cat</p>	<p>Non-fiction</p> <p>Science texts – Human development, Climate change</p> <p>Non-fiction texts – St David’s Day</p> <p>Alternative book passages - Harry Potter punishments (Filch)</p> <p>Newspaper reports – First news</p> <p>(Auto)biography – Louis Sachar</p> <p>Poem - The Dreadful Menace <i>by</i></p> <p>Song – When I Grow Up (<i>Matilda</i>)</p> <p>Non-chronological report – Crime and punishment</p> <p>Fuzzy Mud <i>by Louis Sachar</i></p> <p>Marvin Redpost – A flying birthday cake? <i>By Louis Sachar</i></p>	<p>Non-fiction</p> <p>Science texts – How parachutes work</p> <p>(Auto)biography – William Kamkwamba, David Almond</p> <p>Non-fiction texts – Owls, birds</p> <p>Alternative book passages - Spiderwick Chronicle; The Boy, The Mole, The Fox and The Horse</p> <p>Myths and Legends – Persephone</p> <p>Song – Alive (<i>Sia</i>)</p> <p>Poem – Tyger <i>by William Blake</i>, Angels poems</p> <p>Picture book – Annie Lumsden – The Girl from the Sea <i>by David Almond</i>, The Dam <i>by David Almond</i></p>	<p>Non-fiction</p> <p>Science texts – The Solar System; Moon; Sun</p> <p>Alternative book passages – Percy Jackson; Beast Quest; Kick (trading); The Jamie Drake Equation (space)</p> <p>History texts - The industrial revoultuion; Victorian inventors</p> <p>Myths and Legends – Theseus and the Minotaur; Apollo and the Chimera</p> <p>Playscripts – Greek play</p> <p>(Auto)biography – Margaret Hamilton, Dorothy Vaughan; Neil Armstrong</p> <p>Poem – The Highway Man <i>by Alfred Noyes</i></p> <p>Song – A star is born – Hercules</p>
<p>English and Grammar</p>	<p>Poetry: Rhythm and poetry by Karl Nova (1 week)</p> <ul style="list-style-type: none"> - Capital letters - Proper nouns - Main clauses - capitals and full stops - Apostrophes for possession singular - Contractions and pronouns and possessive pronouns and plural - Basic word families - Review punctuation choices <p>Character and setting: painting a picture with words (3 weeks)</p> <ul style="list-style-type: none"> - Capital letters, full stops and question marks - Present, past, progressive and perfect tenses: Simple tense – past and present (SVO) - Adjectives, nouns and prepositional phrases – expanded noun phrases <p>Writing to inform and discuss: What’s the difference by Emma Strack</p> <ul style="list-style-type: none"> - Paragraphs - Conjunctions and clauses: Main clauses - capitals and full stops - Co-ordinating conjunctions (compound sentence) FANBOYS - Subordinate clause openers and end– SUBWAI - Fronted adverbials and commas - Cohesive devices – within and across paragraphs - Adverbs - Parenthesis - Brackets for additional information 	<p>Creating a new chapter: The Invention of Hugo Cabret – Brian Selznick</p> <ul style="list-style-type: none"> - Verb tenses - Cohesion - Parenthesis - Paragraphs - Commas for clarity and parenthesis - Expanded noun phrases - Dialogue <p>Explanations: The way things work – David Macauley</p> <ul style="list-style-type: none"> - Paragraphs - Conjunctions and clauses - Nouns and pronouns (and possessive pronouns) for cohesion - Time, place and cause with conjunctions, adverbs and prepositions - Expanded noun phrases - Vocabulary and grammar choices to impact reader - Cohesion - Brackets, dashes and commas for parenthesis 	<p>Recounts: Shackleton’s Journey – William Grill</p> <ul style="list-style-type: none"> - Verb tenses - Relative pronouns and relative clauses - Commas for clarity - Cohesion - Semi-colons for independent clauses <p>Creating Pace and Tension in Narrative: Varjaw Paw – S.F. Said</p> <ul style="list-style-type: none"> - Describe settings, characters and atmosphere - Show not tell sentences - Dialogue in a range of positions in sentence structure - Dialogue to convey character - Careful vocabulary and grammar choices - Ellipses for cliffhanger (and a pause) - Semi-colons for independent clauses 	<p>Poetry: Cloudbusting – Malorie Blackman</p> <ul style="list-style-type: none"> - Haikus - Limericks - Repetition - Synesthesia - Metaphors - Similes - Personification - Dialogue - Alliteration - Questions to the reader <p>Biographical stories: Survivors - David Long</p> <ul style="list-style-type: none"> - Recap simple tense - Progressive tense – is, was, were, am, are - Perfect tense – had, have, has - Short sentences for action - Ellipses for cliffhanger (and a pause) 	<p>Narrative: The Water Tower – Gary Crew</p> <ul style="list-style-type: none"> - Careful grammar and vocabulary choices to show impact on the reader e.g. short sentences, repetition - Direct and indirect speech - Dialogue in a range of positions in sentence structure - Dialogue to convey character - Ellipsis in speech and dash to break off speech <p>Information text: Real Life Mysteries – Susan Martineau</p> <ul style="list-style-type: none"> - Authors choice: purpose and audience - Organisational and presentational devices e.g. paragraphs and structure - Cohesion within and across paragraphs - Fronted adverbials - Relative pronouns and clauses - Brackets, dashes and commas for parenthesis - Bullet points (colons for lists) <p>Discussion text: Real Life Mysteries – Susan Martineau</p> <ul style="list-style-type: none"> - Cohesion within and across paragraphs - Relative pronouns and clauses - Brackets, dashes and commas for parenthesis - Adverbs and modal verbs - Consistent verb tenses 	<p>Narrative and poetry: Varmints – Helen Ward and Marc Craste; The Rabbits – John Marsden and Shaun Tan</p> <ul style="list-style-type: none"> - Vocabulary, grammar and punctuation choices - Short sentences - Repetition - Concise writing - Brackets, dashes and commas for clarity or meaning <p>Persuasion on global warming: example texts within the unit</p> <ul style="list-style-type: none"> - Hyphenated words - Semi-colons for independent clauses - Subjunctive verb form - Passive voice

Spelling	<p align="center"><u>6 weeks</u></p> <p>Step 1: Words ending in ‘-tious’ and ‘-ious’</p> <p>Step 2: Words ending in ‘-cious’</p> <p>Step 3: Words ending in ‘-cial’</p> <p>Step 4: Words ending in ‘-tial’</p> <p>Step 5: Words ending in ‘-cial’ and ‘-tial’</p> <p>Step 6: Challenge Words</p>	<p align="center"><u>6 weeks</u></p> <p>Step 7: Words ending in ‘-ant’</p> <p>Step 8: Words ending in ‘-ance’ and ‘-ancy’</p> <p>Step 9: Words ending in ‘-ent’ and ‘-ence’</p> <p>Step 10: Words ending in ‘-able’ and ‘-ible’</p> <p>Step 11: Words ending in ‘-ably’ and ‘-ibly’</p> <p>Step 12: Challenge Words</p>	<p align="center"><u>6 weeks</u></p> <p>Step 13: Words ending in ‘-able’, where the ‘e’ from the root word remains</p> <p>Step 14: Words that are adverbs of time</p> <p>Step 15: Words with suffixes where the base word ends in ‘-fer’</p> <p>Step 16: Words with ‘silent’ first letters</p> <p>Step 17: Words with ‘silent’ letters</p> <p>Step 18: Challenge Words</p>	<p align="center"><u>6 weeks</u></p> <p>Step 19: Words with ‘ie’ after ‘c’</p> <p>Step 20: Words where ‘ei’ can make an /ee/ sound</p> <p>Step 21: Words where ‘ough’ makes an /or/ sound</p> <p>Step 22: Words containing ‘ough’</p> <p>Step 23: Adverbs of possibility and frequency</p> <p>Step 24: Challenge Words</p>	<p align="center"><u>6 weeks</u></p> <p>Step 25: Words that are homophones or near homophones</p> <p>Step 26: Words that are homophones</p> <p>Step 27: Words that are homophones</p> <p>Step 28: Words that are homophones or near homophones</p> <p>Step 29: Words that are homophones or near homophones</p> <p>Step 30: Challenge Words</p>	<p align="center"><u>6 weeks</u></p> <p>Step 31: Words with hyphens</p> <p>Step 32: Challenge Words</p> <p>Step 33: Revision Words</p> <p>Step 34: Revision Words</p> <p>Step 35: Revision Words</p> <p>Step 36: Revision Words</p>
	Maths	<p>Number <i>Place Value</i></p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Solve number problems and practical problems that involve all of the above Read roman numerals to 1,000 (m) and recognise years written in roman numerals. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<p>Number <i>Multiplication and Division</i></p> <ul style="list-style-type: none"> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 <p>Fractions</p> <ul style="list-style-type: none"> Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number 	<p>Number <i>Multiplication and Division</i></p> <ul style="list-style-type: none"> 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 Multiply and divide numbers mentally drawing upon known facts 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 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Fractions</p> <ul style="list-style-type: none"> Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 	<p>Number <i>Decimals and Percentages</i></p> <ul style="list-style-type: none"> Read and write decimal numbers as fractions Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25. <p>Measurement <i>Perimeter and Area</i></p> <ul style="list-style-type: none"> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes <p>Statistics</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables. 	<p>Geometry <i>Properties of Shape</i></p> <ul style="list-style-type: none"> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (o) Identify: angles at a point and 1 whole turn (total 360o); angles at a point on a straight line and half a turn (total 180o); other multiples of 90o Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <p>Geometry <i>Position and Direction</i></p> <ul style="list-style-type: none"> 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. <p>Number <i>Decimals</i></p> <ul style="list-style-type: none"> Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place Read, write, order and compare numbers with up to 3 decimal places Solve problems involving number up to 3 decimal places

<p>RE</p>	<p>SOCIAL SCIENCES</p> <p>Hindu Dharma</p> <p>How are Hindu beliefs expressed in artefacts and worship?</p> <p>One supreme being, Brahman Trimurti, avatars. Diverse worship as a form of expression.</p>	<p>THEOLOGY</p> <p>Hindu Dharma</p> <p>How does sacred text help Hindu's understand Dharma?</p> <p>Diverse interpretations of the Ramayana.</p>	<p>THEOLOGY & PHILOSOPHY</p> <p>Buddhism</p> <p>How do Buddhists explain suffering in the world?</p> <p>Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.</p>	<p>THEOLOGY</p> <p>Christianity</p> <p>How have events in history shaped Christian diversity?</p> <p>(Link history & Geography)</p> <p>Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p>	<p>SOCIAL SCIENCES</p> <p>Christianity</p> <p>How has belief in Jesus as the Messiah impacted art & music?</p> <p>prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.</p>	<p>PHILOSOPHY</p> <p>Where do I stand?</p> <p>An exploration of pupils' personal worldviews, through artistic expression</p>
<p>PSHE</p>	<p>Being me in my world</p> <ul style="list-style-type: none"> • My year ahead • Being me in Britain • Year 5 responsibilities • Rewards and consequences • Our learning charter 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Different cultures • Racism • Rumours and name calling • Types of bullying • Does money mater? • Celebrating difference across the world 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • When I grow up • Investigate jobs and careers • My dream job • Dreams and goals of young people in other cultures • How can we support each other • Rallying support 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Smoking • Alcohol • Emergency first aid • Body image • My relationship with food • Healthy me • Basic First aid 	<p>Relationships</p> <ul style="list-style-type: none"> • Recognising me • Getting on a falling out • Girlfriends and boyfriends • Relationships and technology 	<p>Changing Me</p> <ul style="list-style-type: none"> • Self-body image • Puberty and girls • Puberty for boys • Conception • Looking ahead to year 6
<p>PE</p>	<p>Outdoor: Cross country</p> <p>Indoor: Gymnastics</p> <p>Tournaments: Football Cross Country</p>	<p>Outdoor: Invasion games: Netball Invasion games: Tag rugby</p> <p>Tournaments: Cross Country/relay</p>	<p>Outdoor: Handball</p> <p>Indoor: Dance</p> <p>Tournaments: Bee Netball</p>	<p>Outdoor 1: Hockey</p> <p>Outdoor 2: Yoga</p>	<p>Outdoor: Athletics track and field <i>(Swimming catch up)</i></p> <p>Indoor: Yoga</p> <p>Tournaments: Quadkids</p>	<p>Outdoor 1: Batting and fielding: cricket <i>(Swimming catch up)</i></p> <p>Outdoor 2: Tennis</p> <p>Tournaments: Town sports Kwik cricket Rounders</p>
<p>Science</p>	<p>Separating Mixtures <i>Chemistry</i> Properties of everyday materials Reversible changes Thermal conductors and insulators Irreversible changes Mixtures and solubility Physical and chemical changes Separation techniques Separating a mixture</p>	<p>Energy <i>Biology-Chemistry-Physics</i> Introduction to energy Energy Stores Fuel as a chemical energy store Energy in food; human diets Energy in food: food chains Electrical circuits</p>	<p>Life Cycles <i>Biology</i> Reproduction Asexual reproduction Sexual reproduction Comparing animals Animal reproduction Jane Goodall</p>	<p>Human Development <i>Biology</i> Human development Size and gestation Infancy</p>	<p>Forces <i>Physics</i> Gravity Levers, pulleys and gears Friction Air and water resistance Shrinking and floating</p>	<p>Earth and Space <i>Physics</i> What is the universe Orbits in our solar system Day and night Phases of the moon Eight planets Living in space?</p>
<p>Computing</p>	<p>Sharing information: Developing an understanding of computer systems and how information is transferred between systems and devices</p> <p>To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together To contribute to a shared project online To evaluate different ways of working together online</p> <p>Hardware: Chromebooks Software:</p>	<p>Selection in physical computing: Using physical computing to explore the concept of selection in programming</p> <p>To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met, eg number of times To conclude that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a controllable system that includes selection</p> <p>Hardware: Chromebooks & Crumble controllers Software: Crumble</p>	<p>Video editing: Understanding how to create short videos in groups and then reflecting and assessing on this</p> <p>To recognise video as moving pictures, which can include audio To identify digital devices that can record video To capture video using a digital device To recognise the features of an effective video To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video</p> <p>Hardware: iPads Software: iMovie</p>	<p>Flat-file databases: exploring how a flat-file database can be used to organise data in records</p> <p>To use a form to record information To compare paper and computer-based databases To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To apply my knowledge of a database to ask and answer real-world questions</p> <p>Hardware: Chromebooks Software: Just 2 easy databases</p>	<p>Vector drawing: exploring how to use different drawing tools to help them create images</p> <p>To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To evaluate my vector drawing</p> <p>Hardware: Chromebooks Software: Google drawings</p>	<p>Selection in quizzes: Using knowledge of writing programs and using selection to control outcomes to design a quiz</p> <p>To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program</p> <p>Hardware: Chromebooks Software: Scratch</p>

History	N/A	<p>The Roman Empire <i>How did the Roman Empire change over time (World History)?</i></p> <p>I know where all key people and events fit into the chronology of world history I know how the Romans began to build their empire I know where the Roman empire began I know key leaders in the Roman Empire I know what life was like in Roman cities and how the Roman culture developed I know about key Roman technology</p> <p>I can understand historical concepts such as continuity and change I can describe social, cultural and religious changes brought about by the Roman Empire I can evaluate why the Romans invaded I can use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology</p>	<p>The Roman Empire and its impact on Britain <i>How did the Romans keep control in Britain?</i></p> <p>I know where all key people and events fit into the chronology of British history I know some attempted and the successful invasions of Britain I know key facts about the invasion of Britain (why they chose Britain) I know the legacy of the Roman Empire in Britain (unification, religion, infrastructure)</p> <p>I can explain why the Romans needed to build forts and roads in this country I can describe who Queen Boudicca (links to Celts) was and how the tribes in Britain resisted Roman rule I can explore a famous Roman site in Britain and explain what it tells me about daily life (e.g. Bath, Caerwent) I can understand how historical knowledge is constructed from a range of sources and evaluate how reliable these sources may be</p>	N/A		<p>A study of an aspect or theme in British history <i>Ancient Civilisations Through Time</i></p> <p>I know where all key events fit into the chronology of world and British history I know when and where the Golden Age took place I know what the Golden Age was I know what the landscape (physically and socially) was in England prior to the Industrial Revolution, including the building of the Houses of Parliament in 1837 I know that significant change came in the Victorian period in industry I know that coal mining had been a practice that occurred throughout history including back to Anglo-Saxons where rent was paid in coal I know that during the Victorian Period between 1837 and 1842, children under 10 worked in the mines.</p> <p>I can develop appropriate use of historical terms I can note connections, contrasts and trends over time I can name and recognise Queen Victoria and learn that she came to the throne in 1837 and died in 1901 I can explain the cause and effect of the development of mining industry e.g. the expansion of transport and factories I can consider whether the Victorian era was a period of Golden Age or Dark Age</p>
Geography	Investigating world trade Fieldwork within a local supermarket Creating surveys and analysing where food comes from; talking to customers Qualitative vs quantitative data Import/export routes; position and significance of lines of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian, time zones, economic and trade links Location of food growth - types of settlement and land use Subsistence lifestyle: supporting oneself, family, or community only	N/A		<p>Investigating Rivers/North America and Water Study of a UK river Ordnance Survey maps The water cycle (hydrological cycle) and our use of water Key features and issues relating to water Flood risks (human v physical factors) Affect of rivers on land use and trade links</p> <p>Physical geography, including climate zones, biomes and vegetation belts, river, mountains, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Climate across the world Different climate zones (including land use within them), climate change and our impact on the environment Population and climate changes</p>	
DT	N/A	<p>Interactive Display</p> <p>Programming: Sensors can sense light, sound, and motion and can be used to trigger a program. Some components, like LEDs and power terminals, need to be connected correctly (positive and negative pins the correct way round) to function.</p> <p>D&T Shaping the World: Technology – and programmable technology – has had a huge impact on the world in living memory.</p>	N/A	<p>Cooking and nutrition – healthy diet – making food sauces</p> <p>Food Sources: Pasta is made from wheat flour and water (and sometimes egg). Couscous is a type of pasta.</p> <p>Food Safety & Hygiene: High risk foods that are cooked and ready to eat should be served immediately or kept in the fridge for 2-4 days.</p>	N/A	<p>Creating flatpack</p> <p>Structures: Structures can be made by slotting items together.</p> <p>D&T Shaping the World: Flat pack furniture has made it easier for people to buy and transport furniture to their home.</p> <p>Joining: Join pieces by slotting.</p>

				<p>Use a material that is a poor thermal conductor (thermal insulator) when stirring hot food or removing food from the oven.</p> <p>Prepare: Use a can opener. Chop a range of foods, including the above plus onions and cauliflower. Measure mass in grams and kilograms using a balance. Knowing when to measure (estimation)</p> <p>Combine & Assemble: Use a blender or hand-held blender. Whisk (to make roux and Bechamel sauce).</p> <p>Cook: Use a hob to boil (pasta). Use an oven to roast vegetables and brown cheese.</p>		<p>Finishing: File or sand to smooth edges.</p> <p>Make, Test, Iterate: Use Computed-Aided design to test models quickly and effectively.</p> <p>Communicate Designs: Create a flow chart for the process of making (the model/toy from the flat pack).</p> <p>Communicate Designs: Draw an exploded diagram.</p>
Art & design	<p>Illustration Developing a visual response to a text, looking at comic strips, children’s book illustrations and graphic novels.</p> <p>Using drawing skills to develop a creative response to a chosen text. Being able to select key features from a text to create an imaginative response.</p> <p>Drawing decorative pattern Using pattern inspired by nature to create abstract drawings.</p> <p>Digital art</p> <ul style="list-style-type: none"> Use an appropriate site/app/programme to build a storyboard or develop character design. (Creating an animated response using appropriate site/app/programme). <p>Key artists: Marjane Satrapi and Mel Tregonning</p>	N/A	<p>Romans Clay – coil pots</p> <ul style="list-style-type: none"> 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 <p>Collage</p> <ul style="list-style-type: none"> Using photographs and old maps to create a collage in a sketchbook. Using different coloured string or embroidery thread to chart journeys around the local area onto their collaged map. <p>Collagraph</p> <ul style="list-style-type: none"> Using tracing paper and charcoal to transfer string lines to a surface. Creating collagraph printing plate based on above. <p>Mixed Media</p> <ul style="list-style-type: none"> Designing a postcard <p>Sketchbooks</p> <ul style="list-style-type: none"> Making clear links between artist research and design ideas in sketchbook. <p>Journeys Looking at <i>Shackleton’s Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p>Key artists: William Grill and Mona Hatoum</p>	N/A	<p>Observational drawing</p> <ul style="list-style-type: none"> Drawing from secondary sources to create realistic tonal pencil drawings of UK birds. <p>Painting</p> <ul style="list-style-type: none"> Using watercolour paint to emulate the style of artist Jackie Morris. <p>Sculpture</p> <ul style="list-style-type: none"> Using origami to fold paper sculptures in the form of birds out of printed designs exploring pattern and the natural world. <p>Pattern</p> <ul style="list-style-type: none"> Using pattern inspired by nature to create abstract drawings which can then be folded into origami bird sculptures. <p>Key artists: Mark Hearld and Jackie Morris</p>	N/A
Music	<p>Musical maths Let’s celebrate (Harvest and Christmas) Get in gear Musical vocabulary</p>		<p>Learning Recorder Rhythm and rounds Musical vocabulary Notation</p>	<p>Summer 1: Film Music Project</p>	<p>Summer 2: History of British music</p>	
MFL	<p>Describing me and others</p> <ul style="list-style-type: none"> back to school in France teachers dates, birthdays <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to be, being – ÊTRE (we are – nous sommes, you (all) are – vous êtes, they are (m) – ils sont, they are (f) – elles sont) Adjective agreement for m/f plural (as complement to verb) 		<p>Saying what I and others do</p> <ul style="list-style-type: none"> New Year in France and Haiti 1st January in Haiti La Fête des Rois <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> regular ER verbs (plural) 		<p>Saying what I and others do</p> <ul style="list-style-type: none"> activities at home a surprise party weather sports and instruments <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to do, make – FAIRE (I do, make – je fais, you do, make – tu fais, he does – Il fait, she does – elle fait) 	

	<ul style="list-style-type: none"> • Raised intonation questions <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Simple greetings • Verb être • Range of adjectives • Numbers 16-31 • Time adverbs <p>Saying what I and others have</p> <ul style="list-style-type: none"> • in school • comparing schools and homes • physical description <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> • Essential verb: to have, having – AVOIR (we have – nous avons, you (all) have – vous avez, they have (m) – ils ont, they have (f) – elles ont) • Pre- and postnominal adjectives <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Verb avoir • Range of singular and plural m/f nouns • items at home • adjectives for face and hair <p>Christmas in Haiti</p>	<ul style="list-style-type: none"> • des + plural nouns (-s) • plural nouns (-eux/aux, -al→aux) • Est-ce que questions • negation: n'/ne...pas • negation: il n'y a pas de <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Range of –ER verbs • Range of high-frequency nouns related to festivals and celebrations • Adverbs of frequency <p>Saying where you're going and what there is there</p> <ul style="list-style-type: none"> • Describing school • In Canada <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> • Essential verb: to go, going – ALLER (I go – je vais, you go – tu vas, he goes – il va, she goes – elle va) • Simple and continuous present • Où est-ce que questions • Preposition à (at, in, to) <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Verb aller • Numbers 1-31 (revisit) • cardinal points • nouns and proper nouns for places <p>Easter</p>	<ul style="list-style-type: none"> • Il fait (weather) • faire de (sports), jouer à (sports) jouer de (instruments) • Est-ce que questions <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Verb faire (singular) • activity nouns • seasons • sports • adjectives • Numbers 16-31 • Time adverbs <p>Expressing likes and actions</p> <ul style="list-style-type: none"> • What we do • What we like/dislike doing • Food for a picnic <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> • Essential verb: to have, having – FAIRE (we do, make – nous faisons, you (all) do, make – vous faites, they do, make (m) – ils font, they do, make – elles font) • 2-verb structures: vouloir (veux, veut, voudrais, voudrait) • Partitive du, de la, de l', des <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Verb faire (plural) • Verb vouloir (singular) • food and drink <p>Ton Christ est juif poem</p>
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