



## Year 5

	AUTUMN	SPRING	SUMMER
<b>RELIGIOUS EDUCATION</b>	<p><b>What does it mean to be a Hindu?</b></p> <ul style="list-style-type: none"> <li>Know about the importance of family in Hinduism</li> <li>Understand how family is important to them and to others with respect for different kinds of families</li> <li>Understand about Hindu values</li> <li>Use the correct religious vocabulary to compare the values that Hindus and people of other faiths try to live their life by</li> <li>Share their own values and beliefs and ask questions about moral decisions they and other people make</li> <li>Understand what Karma means to Hindus</li> <li>Understand the link between action and possible consequences believed by Hindus</li> <li>Identify important areas in a Mandir and understand why the Mandir is important to Hindus</li> <li>Explain why Hindus believe pilgrimage to be important</li> <li>Identify similarities between Hinduism and other faiths</li> </ul> <p><b>What can we learn from wisdom?</b></p> <ul style="list-style-type: none"> <li>Make links between the teachings and sources of Christians and other religious groups and show how they are connected to believers' lives</li> <li>Ask important questions about life and compare their ideas with those of other people</li> <li>Make links between the wisdom of Christians and other religious groups and show how they are connected to believers' lives</li> <li>Ask questions about the meaning (and purpose) of life and suggest a range of answers which might be given by them as well as members of different religious groups or individuals</li> </ul> <p><b>How do art and music convey Christmas?</b></p> <ul style="list-style-type: none"> <li>Suggest reasons for the similar and different beliefs about Jesus which people hold, and explain how religious sources are used to provide answers to questions</li> <li>Identify and express Christian beliefs about Christmas in a range of art styles and suggest what they mean</li> <li>Ask questions about the meaning and purpose of Christmas and suggest a range of answers about what they mean to Christians</li> <li>Consider how the Nativity narrative is expressed in a variety of forms, using a wide religious vocabulary to discuss reasons for the similarities and differences</li> </ul>	<p><b>How did belief in God affect the actions of people in the Old Testament?</b></p> <ul style="list-style-type: none"> <li>Reflect on how Abraham demonstrated faith in God and how people today might do that</li> <li>Ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values</li> <li>Understand how Moses felt about following God's 'calling' and the consequences of this</li> <li>Explore how a believer's 'calling' or 'vocation' makes a difference to how they do their job and apply the concept of God's 'calling' or 'vocation' to their own dreams and aspirations</li> <li>Use the evidence from the Bible to show they understand how Ruth showed selflessness and devotion to God</li> <li>Apply the idea of selflessness and sacrifice to their own actions</li> <li>Make links between David's faith in God and his ability to overcome the doubts of others</li> <li>Show they understand how the story of Solomon can have an impact on Christians today</li> <li>Describe a situation where they have had to make a difficult choice and what enabled them to make the 'right' choice</li> <li>Describe the similarities and differences between the way Jonah and Daniel reacted to God's call and suggest reasons for their actions</li> <li>Reflect on their own responses to following instructions from others</li> </ul> <p><b>What do the monastic traditions within Christianity show us about living in community?</b></p> <ul style="list-style-type: none"> <li>Use religious and other language accurately to describe, compare and evaluate what practices and experiences may be involved in belonging to Christian monastic communities and other groups</li> <li>Ask questions about identity and what it means to belong. Suggest answers which refer to individuals or groups, including monastic communities which have inspired and influenced individuals and/or communities</li> <li>Use religious and other language accurately to describe, compare and evaluate what practices and experiences may be involved in belonging to Christian monastic communities and other groups</li> <li>Ask questions about identity and what it means to belong. Suggest answers which refer to individuals or groups, including monastic communities which have inspired and influenced individuals and/or communities</li> </ul>	<p><b>How has the Christian message survived for over 2000 years?</b></p> <ul style="list-style-type: none"> <li>Understand the events of Jesus' Ascension and how believers were tasked with spreading the message of God</li> <li>Be aware of the necessary ingredients for a purposeful message that conveys meaning</li> <li>Be aware of how the strength of the Christian message and the perseverance of Paul enabled it to survive</li> <li>Understand how strength of belief can overcome persecution</li> <li>Make links between the events of the first Pentecost and how Christians feel empowered to spread the Christian message</li> <li>Be able to describe Christian beliefs of the Trinity, explaining the sources of these beliefs</li> <li>Consider how the Trinity has enabled the Christian message to continue today, giving meaning, purpose and truth in Christians' lives</li> <li>Consider the beliefs that Christians are promising in Confirmation and explain the sources of these beliefs</li> <li>Reflect on promises that they might make to help them live a purposeful life with good meaning</li> <li>Suggest reasons for the similar and different beliefs which Christians and other people hold, explaining how religious sources have helped the Christian message survive for over 2,000 years</li> <li>Reflect on the messages that touch their life and the lives of others, why the messages affect people and how the messages influence themselves and different people</li> </ul> <p><b>What does it mean to be a Sikh?</b></p> <ul style="list-style-type: none"> <li>Know and be able to name the Panj Kakke (5 Ks) and explain what they mean to Sikhs</li> <li>Be able to identify how and why people belong to different groups and what this means to them and others</li> <li>Know the key teachings of Sikhism and evaluate the importance of these teachings linking them to other beliefs</li> <li>Know Sikhs have a special place of worship called a Gurdwara and describe what happens there</li> <li>Link the practices that take place in a Gurdwara with Sikh beliefs</li> <li>Know how Sikhs keep and protect the Guru Granth Sahib</li> <li>Suggest teachings and beliefs that sustain, inspire and influence Sikhs and think about those which sustain, inspire and influence them</li> </ul>

		<p><b>What happens in churches at Easter?</b></p> <ul style="list-style-type: none"> <li>• Know and understand what Lent means and how some Christians might observe it</li> <li>• Know that Ash Wednesday marks the beginning of Lent</li> <li>• Know what a ritual is and be able to use religious vocabulary accurately to explain the way a ritual is carried out</li> <li>• Consider what impact participating in a ritual might have on a believer's life</li> <li>• Reflect on what ritual they believe has the greatest impact on a believer's life</li> <li>• Know the meaning of Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday and Easter Sunday and how these link to the last week of Jesus' life</li> <li>• Describe what happens in churches on Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday and Easter Sunday</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the things that are important to Sikhs and how these make a difference to their lives</li> <li>• Explain their understanding about Sikhs; about who they are, why they belong to their faith and how they show they belong to this faith</li> </ul>
<p><b>ENGLISH</b></p>	<p><b>Texts studied</b></p> <ul style="list-style-type: none"> <li>• The Promise (Visual Literacy)</li> <li>• The Midnight Fox (Fiction)</li> <li>• Roman Myths (Myths and Legends)</li> <li>• Shakespeare (Older literature/playscripts)</li> <li>• Tom's Midnight Garden - (Graphic Novel)</li> <li>• Volcanoes – (Non Fiction)</li> <li>• 'Twas the Night Before Christmas (Performance Poetry)</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Character exploration</li> <li>• Informal letter writing</li> <li>• Newspaper article</li> <li>• Diary entry</li> <li>• Debate</li> <li>• Monologue</li> <li>• Performance recital &amp; rhyme, repetition and language</li> <li>• Play script</li> <li>• Persuasive writing</li> <li>• Descriptive writing</li> <li>• Explanation texts</li> <li>• Recount</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Revise grammar and punctuation from Year 4</li> <li>• Use relative clauses (who, which, where, when, whose, that)</li> <li>• Evaluate and edit writing by assessing the effectiveness of own and others' writing</li> <li>• Use devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>)</li> <li>• Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>)</li> <li>• Use commas to separate phrases and clauses in sentences</li> <li>• Indicate degrees of possibility using modal verbs</li> </ul> <p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>• Read for enjoyment</li> </ul>	<p><b>Texts studied</b></p> <ul style="list-style-type: none"> <li>• Street Child (Historical fiction)</li> <li>• Charles Dickens Extracts (Older Literature)</li> <li>• War Game (Author study, historical fiction)</li> <li>• War Poems (Poetry)</li> <li>• Until I met Dudley (Explanation text)</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Performance recital &amp; rhyme, repetition and language</li> <li>• Innovated explanatory writing</li> <li>• Biography (Non-fiction)</li> <li>• Monologue</li> <li>• Formal &amp; Informal letter writing</li> <li>• Descriptive writing</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Revise grammar and punctuation from year 4</li> <li>• Use relative clauses (who, which, where, when, whose, that)</li> <li>• Evaluate and edit writing by assessing the effectiveness of own and others' writing</li> <li>• Indicate degrees of possibility in writing using adverbs (<i>perhaps, surely, certainly</i>) and modal verbs (<i>might, should, will, must</i>)</li> <li>• Use devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>)</li> <li>• Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>)</li> <li>• Use commas to separate phrases and clauses in sentences</li> <li>• Use brackets or dashes to indicate parenthesis</li> <li>• Use colons and semi colons</li> </ul> <p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>• Discuss sequence of events</li> <li>• Make predictions</li> <li>• Ask and answer questions</li> <li>• Retrieve and infer</li> <li>• Deduce the meaning of unknown words from their context</li> </ul>	<p><b>Texts studied</b></p> <ul style="list-style-type: none"> <li>• The Piano (visual literacy)</li> <li>• Brightstorm (Adventure and mystery)</li> <li>• In a Boys Head (poetry)</li> <li>• Arctic Animals (Non-fiction)</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Retelling a story using emotions and feelings</li> <li>• CV writing/letter of application</li> <li>• Biography (fiction)</li> <li>• Descriptive writing</li> <li>• Writing a narrative section of a story suspense</li> <li>• Poem using figurative language</li> <li>• Information texts</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Revise grammar and punctuation from Year 4</li> <li>• Use relative clauses (who, which, where, when, whose, that)</li> <li>• Evaluate and edit writing by assessing the effectiveness of own and others' writing</li> <li>• Perform own compositions using appropriate intonation, volume and movement so that meaning is clear</li> <li>• Indicate degrees of possibility in writing using adverbs (<i>perhaps, surely, certainly</i>) and modal verbs (<i>might, should, will, must</i>)</li> <li>• Use devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>)</li> <li>• Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>)</li> <li>• Use commas to separate phrases and clauses in sentences</li> <li>• Use brackets or dashes to indicate parenthesis</li> <li>• Prepare poems to read aloud and to perform</li> <li>• Use colons and semi colons</li> </ul>

	<ul style="list-style-type: none"> <li>Participate in discussion</li> <li>Discuss and clarify the meaning of words</li> <li>Reading fluency</li> <li>Deduce the meaning of unknown words from their context</li> <li>Retrieve and infer</li> </ul>		<p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>recognise simple recurring literary language in stories and poetry</li> <li>reading comprehension</li> <li>Deduce the meaning of unknown words from their context</li> </ul>
<p><b>MATHS</b></p>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>Recognise place value of any whole number up to 5 digits</li> <li>Recognise place value of any decimal numbers (including tenths, hundredths and thousandths)</li> <li>Comparing and ordering whole numbers up to 5 digit numbers and decimals</li> <li>Round any number up to 5 digit numbers to the nearest 10, 100, 1000 or 10000</li> <li>Read Roman numerals to 100</li> </ul> <p><b>Number - Addition &amp; subtraction</b></p> <ul style="list-style-type: none"> <li>Explore calculation strategies for large number problems, reasoning towards appropriate operations and methods</li> <li>Add and subtract numbers mentally with increasing large numbers, exploring strategies</li> <li>Add and subtract 4-digit numbers using efficient written methods</li> <li>Solve word problems</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Complete, read and interpret information in tables, including timetables</li> </ul> <p><b>Number - Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Use known tables to derive other number facts</li> <li>Identify all multiples and factors, including finding all factor pairs</li> <li>Establish whether a number less than 100 is prime</li> <li>Multiply &amp; divide whole numbers by 10, 100 &amp; 1000</li> <li>Multiply &amp; divide mentally using doubling and halving and using derived facts (e.g. if I know <math>35 \div 5 = 7</math>, what is <math>350 \div 5</math>?)</li> <li>Use a written method to multiply 3-digit and 4-digit numbers by 1-digit and 2 digit numbers and estimate answers</li> <li>Divide 3-digit numbers by 1-digit numbers using a written method and express remainders as a fraction (grid / column methods)</li> <li>Solve division word problems with remainders</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Calculate the perimeter of rectilinear shapes</li> <li>Convert 12-hour clock times to 24-hour clock time</li> <li>Find a time a given number of minutes or hours and minutes later</li> <li>Calculate time intervals using 24-hour clock format</li> <li>Measure lengths in mm and convert to cm</li> </ul> <p><b>Geometry and Shape</b></p>	<p><b>Number - Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>Recognise different interpretations of fractions and represent them</li> <li>Identify, name and write equivalent fractions</li> <li>Recognise equivalent tenths, hundredths and thousandths</li> <li>Compare and order decimals and fractions</li> <li>Read and write fractions as decimals up to 3 decimal places</li> <li>Recognise mixed numbers &amp; improper fractions &amp; convert from one to another</li> <li>Solve problems involving fractions and division</li> <li>Read, write and order decimal numbers with up to 3 decimal places</li> <li>Round decimals with 2dp to nearest whole number &amp; 1dp</li> </ul> <p><b>Number - Fractions and percentages</b></p> <ul style="list-style-type: none"> <li>Add and subtract fractions with the same denominator and with denominators that are multiples of the same number</li> <li>Add and subtract improper fractions</li> <li>Multiply fractions, improper fractions and mixed numbers by whole numbers</li> <li>Find fractions of quantities</li> <li>Use percentage to describe proportions of a set of any size</li> <li>Identify percentages of amounts and use percentages to compare</li> <li>Relate %, decimals and fractions (in particular, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25)</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Identify, describe and represent the position of a shape on a grid following reflection or translation, including using co-ordinates</li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>Identify, describe and classify triangles</li> <li>Find that angles in a triangle have a total of <math>180^\circ</math></li> <li>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> </ul>	<p><b>Measurement - converting units</b></p> <ul style="list-style-type: none"> <li>Solve problems involving converting between units of time (seconds, minutes, hours, then larger time units)</li> <li>Convert between metric units of length, mass and capacity</li> <li>To convert between metric and imperial units: km to miles; kg to lbs</li> </ul> <p><b>Number - calculating with whole numbers and decimals</b></p> <ul style="list-style-type: none"> <li>Represent decimals in a variety of ways</li> <li>Multiply &amp; divide by 10, 100 &amp; 1000 involving decimals</li> <li>Derive <math>+</math> / <math>-</math> / <math>\times</math> facts involving decimals from known fact</li> <li>Use a range of strategies to add and subtract decimal numbers and solve addition and subtraction problems involving decimals</li> <li>Use a written method to multiply decimal numbers</li> <li>Explore strategies to multiply decimal numbers and solve multiplication problems involving decimals</li> <li>Multiply a whole number using long multiplication (various models)</li> </ul> <p><b>Geometry - 2-D and 3-D shape</b></p> <ul style="list-style-type: none"> <li>Identify, describe and classify 2-D shapes (including, in particular, triangles and quadrilaterals) based on their properties</li> <li>Describe the properties of diagonals of quadrilaterals</li> <li>Identify, describe and classify 3-D shapes based on their properties</li> <li>To recognise 2-D representations of 3-D shapes</li> <li>Recognise, describe and build simple 3-D shapes</li> <li>Illustrate and name parts of circles (radius, diameter, circumference)</li> <li>Use co-ordinates to describe position on a grid in all four quadrants</li> </ul> <p><b>Measurement - volume</b></p> <ul style="list-style-type: none"> <li>Identify and use cube numbers and cubed notation</li> <li>Use centimetre cubes to estimate volume</li> <li>Visualise and estimate volume of solids and liquids (e.g. using 1cm<sup>3</sup> blocks and water)</li> <li>Convert metric units of volume</li> </ul>

	<ul style="list-style-type: none"> <li>Use a protractor to measure and draw angles in degrees</li> <li>Recognise, use terms and classify angles as obtuse, acute and reflex</li> <li>Recognise that angles on a line total 180° and angles round a point total 360°</li> <li>Identify and name parts of a circle (diameter, radius and circumference)</li> <li>Draw circles using a pair of compasses</li> </ul>		
<b>SCIENCE</b>	<p><b>Properties and Changes of Materials</b></p> <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 through 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, wood 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 bicarbonate of soda</li> </ul>	<p><b>Forces</b></p> <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>Recognise different forces and use force meters to measure weight</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Interpret and draw force diagrams</li> <li>Plan and investigate a fair test to demonstrate the effect of mass on a falling object and friction on an objects speed</li> </ul> <p><b>Earth and Space</b></p> <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>Observe the movement of the Moon relative to the Earth</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> <li>Understand that the scientists' theory of how the universe works has evolved over time.</li> </ul>	<p><b>Living things and their Habitats:</b></p> <ul style="list-style-type: none"> <li>Life cycles of plants &amp; animals</li> <li>Understand the stages in the life cycle of a flowering plant</li> <li>Understand the processes of pollination and fertilization</li> <li>Understand asexual reproduction</li> <li>Understand the stages in an animal lifecycle</li> </ul> <p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>Human life cycles including puberty</li> <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> <li>Describe the changes as humans develop to old age</li> </ul>
<b>Computing</b>	<p><b>Online safety - Being Respectful and Responsible Online</b></p> <ul style="list-style-type: none"> <li>Friendship week</li> </ul> <p><b>Creativity and Programming</b></p> <ul style="list-style-type: none"> <li>Fusing geometry and art.</li> <li>Use Inkscape to become familiar with tools and techniques of a graphics package</li> <li>Develop awareness of computer generated art</li> <li>Experiment with the tools, refining and developing work</li> <li>Develop and interactive game</li> <li>Use Sketch Up to create a new game using sequence selection, repetition and variables.</li> <li>Testing and refining to improve the game</li> </ul> <p><b>Collecting, finding and using information</b></p> <ul style="list-style-type: none"> <li>Research topics</li> </ul>	<p><b>Online safety – Understanding impact of online behaviour</b></p> <ul style="list-style-type: none"> <li>Safer internet day</li> </ul> <p><b>Computational thinking</b></p> <ul style="list-style-type: none"> <li>Crack codes – familiarising with semaphore and Morse code</li> <li>Encrypt and decrypt messages in simple ciphers</li> <li>Appreciate the need to use complex passwords</li> </ul> <p><b>Computer networks</b></p> <ul style="list-style-type: none"> <li>Create a webpage about online safety</li> <li>Including using search engines</li> </ul>	<p><b>Online safety – See PSHE/Jigsaw</b></p> <p><b>Productivity</b></p> <ul style="list-style-type: none"> <li>Create a virtual space</li> <li>Develop familiarity using a simple CAD tool (Sketch Up)</li> <li>Develop special awareness by exploring and experimenting with a 3D virtual environment</li> </ul>

<p><b>HISTORY</b></p>	<p><b>Romans</b></p> <ul style="list-style-type: none"> <li>• Understand where and when the Roman Empire was and place it in chronological context with other historical events.</li> <li>• Give reasons for why Claudius invaded Britain and the impact this had</li> <li>• Establish a clear narrative of Roman Britain by understanding what life was like in the Roman Empire for a range of people.</li> <li>• Understand that there are differences in the way that historical characters have been portrayed in history books.</li> <li>• Understand what life was like as a Roman soldier in the Roman army.</li> <li>• Familiarise themselves with the story of Romulus &amp; Remus and how it relates to the city of Rome.</li> </ul>	<p><b>Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>• Understand where the Saxons came from and where they settled.</li> <li>• Understand how the Saxons lived including their religion and beliefs.</li> <li>• Study the mystery of Sutton Hoo and the stories of Alfred the Great.</li> <li>• Learn about Beowulf and retell the story.</li> <li>• Understand who the Vikings were and when they came to Britain.</li> <li>• Describe what Family life was like for the Vikings.</li> <li>• Investigate Vikings at Sea</li> <li>• Identify the Vikings influence on Britain (Traders and Raiders).</li> <li>• Understand Viking beliefs and burial traditions.</li> </ul>	<p><b>Windrush</b></p> <ul style="list-style-type: none"> <li>• Develop place knowledge of the Caribbean.</li> <li>• Know about the presence of African-Caribbean service men and women during the 2nd World War and the part they played.</li> <li>• Develop historical perspective about Britain’s cultural diversity.</li> <li>• Learn about the difficulties faced by the Windrush settlers when they arrived in Britain.</li> </ul>
<p><b>GEOGRAPHY</b></p>	<p><b>Focus on Italy</b></p> <ul style="list-style-type: none"> <li>• Understand that Europe is a continent made up of many countries</li> <li>• Locate and name the regions in Italy</li> <li>• Recognise human and physical features of Italy and England</li> <li>• Identify the similarities and differences between the 2 countries</li> <li>• Use and draw conclusions from a variety of maps /atlases at a range of scales</li> </ul>	<p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>• Understand that the earth is made up of layers.</li> <li>• Locate some of the world’s major volcanoes.</li> <li>• Identify the structure of a volcano and how they are formed</li> <li>• Understand &amp; locate the ‘Ring of Fire’</li> <li>• Identify and describe the three main volcano shapes</li> <li>• Research and locate extinct, dormant and active volcanoes around the world</li> <li>• Research and present information about Volcanoes</li> <li>• Know the story of Pompeii</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>• Know and explain the different stages of the Water Cycle</li> <li>• Understand that water goes through a cleaning process</li> <li>• Become aware of how much water we use</li> <li>• Study the journey of a river</li> <li>• Locate the World’s major rivers</li> <li>• List the effects of flooding</li> <li>• Understand the causes and consequences of drought</li> <li>• Understand deposition and erosion</li> </ul> <p><b>River School –Teddington- River Thames</b></p> <ul style="list-style-type: none"> <li>• Use knowledge, understanding and sources of evidence to respond to a range of geographical questions</li> <li>• Carry out a fieldwork survey using simple pieces of equipment and observation to analyse pollutants and water temperatures</li> <li>• Start to use precise geographical words to describe processes and communicate their findings</li> <li>• Identify ways they can help look after their own and other environments</li> <li>• Use Digimaps to mark route to the River School and label local features</li> </ul>
<p><b>DESIGN</b> <b>TECHN-OLGY</b></p>	<p><b>Textiles:</b> Christmas decorations</p> <ul style="list-style-type: none"> <li>• Generate ideas by collecting and using information about designs have been seen</li> <li>• Produce step-by-step plans for designs</li> <li>• Share alternative ideas using words, labelled sketches and models</li> <li>• Reflect on designs, whilst thinking about the final outcome</li> <li>• Identify what is working well and what could be improved to make the final design even better</li> <li>• Use needles safely and effectively</li> <li>• Learn various stiches</li> <li>• Cut fabric accurately</li> <li>• Learn technique of applique and sewing on buttons and sequins</li> </ul>	<p><b>Electrical Systems:</b> Electronic space themed cards</p> <ul style="list-style-type: none"> <li>• Explore, analyse and evaluate greeting cards</li> <li>• Look at the history and development of exchanging personal messages</li> <li>• Use a design brief to write criteria to fulfil this with an electronic greeting card design</li> <li>• Learn about series circuits and the corresponding circuit diagrams</li> <li>• Explore a series circuit using standard components</li> <li>• Construct an electronic greeting card</li> <li>• Evaluate a finished product against a design criteria</li> </ul>	<p><b>Mechanisms:</b> Moving toys</p> <ul style="list-style-type: none"> <li>• Design and plan a moving toy</li> <li>• Learn about different types of cams and the variety of their movements</li> <li>• Draw on their own experiences to generate ideas</li> <li>• Use appropriate vocabulary to describe equipment and materials</li> <li>• Make models which reflect their ideas, and to evaluate and adapt them as they develop</li> <li>• Follow instructions to make a moving mechanism</li> <li>• Measure and mark out accurately</li> <li>• Use tools for cutting safely and effectively</li> <li>• Use a drill to make an off-centre hole in a wheel</li> <li>• Evaluate the outcomes of work</li> </ul>

<p><b>ART</b></p>	<p><b>Design for a purpose:</b> Designing spaces</p> <ul style="list-style-type: none"> <li>• Understand how visual language can be used to communicate personality and interests</li> <li>• Work collaboratively to a specific design brief</li> <li>• Design a product which is appealing and purposeful</li> <li>• Present a product pitch</li> </ul>	<p><b>Every picture tells a story:</b> Great artists, architects, designers in history</p> <ul style="list-style-type: none"> <li>• Evaluate and analyse creative work using the language of art, craft and design</li> <li>• Understand that art can have both meaning and message</li> <li>• Create a symmetrical, abstract art form</li> <li>• Use visual symbols to create a meaningful message</li> <li>• Use drama as a tool to explore the meaning behind a piece of artwork</li> <li>• Develop ideas for 3D work through sketching, drawing and visualisation in 2D</li> </ul>	<p><b>Formal elements:</b> Art and design techniques</p> <ul style="list-style-type: none"> <li>• Discuss similarities &amp; differences in texture, colour, size etc.</li> <li>• Discuss lightness &amp; darkness – tone</li> <li>• Pattern</li> <li>• Talk about background/foreground</li> <li>• Composition</li> <li>• Look at relationships between objects</li> <li>• Investigate spaces between objects</li> <li>• Discuss overlapping of shapes</li> <li>• Measure &amp; compare sizes</li> <li>• Analysing symmetry in shapes</li> <li>• Blend different media together to create texture</li> </ul>
<p><b>PHYSICAL EDUCATION</b></p>	<p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>• Develop a wider range of skills and I am beginning to use these under some pressure.</li> <li>• Identify when I was successful and what I need to do to improve.</li> <li>• Use feedback provided to improve my work.</li> <li>• Work cooperatively with others to manage our game.</li> <li>• Understand the need for tactics and can identify when to use them in different situations.</li> <li>• Understand the rules of the game and I can apply them honestly most of the time.</li> <li>• Understand there are different skills for different situations and I am beginning to apply this.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Communicate with my team and move into space to keep possession and score.</li> <li>• Identify when I was successful and what I need to do to improve.</li> <li>• Pass, receive and shoot the ball with some control under pressure.</li> <li>• Stay with an opponent and confidently attempt to intercept.</li> <li>• Know what the positions are and how they can contribute when attacking and defending.</li> <li>• Understand the need for tactics and can identify when to use them in different situations.</li> <li>• Understand the rules of the game and apply them honestly most of the time.</li> <li>• Understand there are different skills for different situations and begin to apply them.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Communicate with my team and move into space to keep possession and score.</li> <li>• Dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• Identify when I was successful and what I need to do to improve.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Choose the best pace for a running event.</li> <li>• Identify good athletic performance and explain why it is good.</li> <li>• Perform a range of jumps showing some technique.</li> <li>• Show control at take-off and landing in jumping activities.</li> <li>• Take on the role of coach, official and timer when working in a group.</li> <li>• Use feedback to improve my sprinting technique.</li> <li>• Persevere to achieve my personal best.</li> <li>• Show accuracy and power when throwing for distance.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Accurately copy and repeat set choreography.</li> <li>• Choreograph phrases individually and with others considering actions and dynamics.</li> <li>• Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</li> <li>• Lead a group through short warm-up routines.</li> <li>• Refine the way actions, dynamics, relationships and space are in a dance in response to a stimulus.</li> <li>• Suggest ways to improve their own and others' work using key terminology.</li> <li>• Use counts when choreographing to stay in time with others and the music.</li> <li>• Use feedback provided to improve my work.</li> </ul> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• Communicate with a team and move into space to keep possession and score.</li> <li>• Identify when they have been successful and what can be done to improve.</li> <li>• Pass and receive the ball with some control under pressure.</li> <li>• Tag opponents and close down space.</li> <li>• Know the positions and how they contribute when attacking and defending.</li> <li>• Understand the need for tactics and can identify when to use them in different situations.</li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Communicate with my team and move into space to keep possession and score.</li> <li>• Dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• Identify when I was successful and what I need to do to improve.</li> <li>• Use tracking, tackling and intercepting when playing in defence.</li> <li>• Know positions and how each contributes when attacking and defending.</li> <li>• Understand the need for tactics and can identify when to use them in different situations.</li> <li>• Understand the rules of the game and I can use them most of the time to play fairly and honestly.</li> <li>• Understand there are different skills for different situations and I am beginning to apply this.</li> </ul> <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>• Lead others and contribute ideas to group work.</li> <li>• Feedback provided to improve work.</li> <li>• Apply defensive skills individually and as a team to gain possession, deny space and stop goals.</li> <li>• Dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• Communicate with a team and move into space to help to maintain possession.</li> <li>• Understand the need for tactics and identify when to use them in different situations.</li> <li>• Understand the rules and apply them honestly most of the time including when refereeing.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Develop a wider range of skills and begin to use these under some pressure.</li> <li>• Identify how different activities can benefit my physical health.</li> <li>• Identify when there has been success and what is needed to improve.</li> <li>• Use feedback provided to improve.</li> <li>• Work cooperatively with others to manage our game.</li> </ul>

	<ul style="list-style-type: none"> <li>Often make the correct decision of who to pass to and when.</li> <li>Use tracking and intercepting when playing in defence.</li> <li>Understand the need for tactics and can identify when to use them in different situations.</li> <li>Understand the rules of the game and use them most of the time to play honestly and fairly.</li> <li>Understand there are different skills for different situations and I am beginning to apply this.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Analyse my fitness scores to identify areas for improvement.</li> <li>Choose the best pace for a running event and maintain speed.</li> <li>Encourage and motivate others to work to their personal best.</li> <li>Identify how different activities can benefit my physical health.</li> <li>Work with others to manage activities.</li> <li>Understand the different components of fitness and how to test them.</li> <li>Understand what my maximum effort looks and feels like and be determined to achieve it.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rules of the game and apply them honestly most of the time.</li> <li>Understand there are different skills for different situations and begin to apply this.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Create and perform sequences using apparatus, individually and with a partner.</li> <li>Lead a partner through short warm-up routines.</li> <li>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>Use feedback provided to improve work.</li> <li>Use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>Use strength and flexibility to improve the quality of a performance.</li> <li>Work safely when learning a new skill to keep myself and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the need for tactics and identify when to use them in different situations.</li> <li>Understand the rules of the game and apply them honestly most of the time.</li> <li>Understand there are different skills for different situations and begin to apply this.</li> </ul> <p><b>Volleyball</b></p> <ul style="list-style-type: none"> <li>Develop a wider range of skills and begin to use these under some pressure.</li> <li>Identify when there has been success and what is needed to improve.</li> <li>Use feedback provided to improve work.</li> <li>Use the rules to referee a game.</li> <li>Work co-operatively with others to manage our game.</li> <li>Understand the need for tactics and identify when to use them in different situations.</li> <li>Understand the rules of the game and apply them honestly most of the time.</li> <li>Understand there are different skills for different situations and begin to use these.</li> </ul>
<b>MUSIC</b>	<p><b>Exploring Sound Colours</b></p> <ul style="list-style-type: none"> <li>Understand how the inter-related dimensions of music can be utilised for effect</li> <li>Make creative and artistic decisions</li> <li>Express own opinions and understand that art can be subjective</li> <li>Use compositional devices to create a mood or evoke an image</li> <li>Use music programming software to compose and record ideas</li> <li>Work with others on an artistic project</li> <li>Recognise key musical devices in pieces of music</li> <li>Understand that music can communicate many ideas, images and emotions.</li> </ul>	<p><b>Song-Writing</b></p> <ul style="list-style-type: none"> <li>Know ways song can be used to express thoughts, tell a story or share information.</li> <li>Understand broadly how song has developed over the ages.</li> <li>Learn the vocabulary relating to song-writing and song-structure</li> <li>Learn how to compose a verse, chorus, bridge and hook.</li> <li>Use pre-recorded tracks to inspire a melody.</li> <li>Begin to know how to build chords and create simple chord progressions</li> <li>Write a song (or song-excerpt) and perform it either individually or within a small group.</li> </ul>	<ul style="list-style-type: none"> <li><b>Aural Awareness</b></li> <li>Develop listening skills</li> <li>Learn and use musical language to appraise a piece of music.</li> <li>Gain knowledge of a varied cross-section of composers and musical styles.</li> <li>Become more familiar with instruments of the orchestra.</li> <li>Use musical devices heard within musical pieces to create own compositions.</li> </ul>
<b>PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)</b>	<p><b>School Rules</b></p> <p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>Give examples of people in my country who have different lives to mine.</li> <li>Say why being part of a community is positive and why it is important that the community is a fair one</li> <li>Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</li> <li>Explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</li> </ul>	<p><b>Dreams and goals</b></p> <ul style="list-style-type: none"> <li>Compare my hopes and dreams with those of young people from different cultures.</li> <li>Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</li> </ul> <p><b>Healthy me</b></p> <ul style="list-style-type: none"> <li>Explain different roles that food and substances can play in people's lives.</li> <li>Explain how smoking and alcohol misuse is unhealthy.</li> <li>Summarise different ways that I respect and value my body.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Compare different types of friendships and the feelings associated with them.</li> <li>Explain how to stay safe when using technology to</li> <li>Communicate with my friends including how to stand up for myself, negotiate and to resist peer pressure.</li> <li>Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</li> </ul> <p><b>Puberty (Sex Education)</b></p> <ul style="list-style-type: none"> <li>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</li> <li>Express how I feel about the changes that will happen to me during puberty.</li> </ul>

	<p><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>• Give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</li> <li>• Say why it is important to respect my own and other people's cultures behaviour.</li> <li>• Suggest why some people are the victims of bullying/discrimination and why respect is an important value.</li> </ul>		<ul style="list-style-type: none"> <li>• Accept these changes might happen at different times to my friends.</li> </ul>
<b>FRENCH</b>	<p><b>Healthy Eating</b> Bon appetite, bonne sante</p> <ul style="list-style-type: none"> <li>• Listen and respond to opinions about food</li> <li>• Talk about whether food is healthy or not</li> <li>• Order food and drink, including specifying filling/flavour</li> <li>• Identify the different sounds represented by the grapheme 'a' in French</li> <li>• Use a variety of conjunctions</li> <li>• Compare French and English school lunchtime</li> </ul>	<p><b>Music</b> Je suis le musicien</p> <ul style="list-style-type: none"> <li>• Listen and respond to opinions about music and musical instruments</li> <li>• Ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular</li> <li>• Identify masculine and feminine nouns and select the appropriate pronoun</li> <li>• Give positive and negative opinions, with reasons</li> <li>• Write a short text about music</li> <li>• Explore the difference between the 'u' and 'ou' sounds in French</li> <li>• Recognise when to use tu and vous</li> </ul>	<p><b>Directions</b> En route pour l'école</p> <ul style="list-style-type: none"> <li>• Listen to and follow simple and longer directions in French</li> <li>• Recite and use the French alphabet</li> <li>• Begin to understand liaison in French</li> <li>• Communicate the need for help</li> <li>• Understand and tell the time ('o'clock' and 'half past')</li> <li>• Understand, give and sequence instructions</li> <li>• Pronounce the 'r' sound correctly in French</li> </ul>