

Curriculum Long Term Plan
Years 5&6

	AUTUMN	SPRING	SUMMER
Topic Title	War and Peace	Wild	Our Future
Text	Goodnight Mr Tom	The Wilderness – Julia Green	The Infinite
Role Play Area	Air raid shelter	Wild area - overgrown shelter.	Eco-house
Opening event	WWII ‘glimpse’ (rationing examples, role play, air raid siren)	Melton Woods: Survival task	A Look Into The Future
Celebration event	Recreating VE Day Party	Learning share and Camping on the school field	Did you know? Workshops
Visit 1	Campsea Ashe (evacuation)	Local wildlife walk	Environment Agency
Visit 2	Duxford	County Council planning office Year 6 PGL Year 5 Rendlesham forest – survival skills BT Visit – Adastral park	Great Blakenham – Recycle Facility/Incinerator
Visitor	Community Member with experience of World War Two	Local councillor: building and development	Refill Eco (Woodbridge)
Cooking	Ration Recipes	High impact survival foods – understanding nutrition (soups, energy bars, smoothies – outdoor cooking)	Conscious cooking
Now Press Play	WWII	Evolution Plants	Climate change Recycling

English	War speech (persuasion) Narrative- Setting Narrative- Character and dialogue Diaries Reciting war poetry Newspaper reports- War Ends!	Formal letters (persuasive – save the park) Information text/ classification local nature (Science link) Narrative links – The Wilderness War Recount of PGL/ forest visit Poetry- nature and conservation Instructional writing – link to food	Biographies/ autobiographies Playscripts Acceptance speech Narrative linked to text – first day Diaries - inference of characters
Maths	Net of pill boxes/gas mask cases Angles of flights paths Mapping related skills (measures/co-ordinates) Battleships- coordinates Money conversion Metric/Imperial measures	Measure/ statistics – rainfall, temperature, wind speed, noise levels Maps- scales/ ratio (yr6) Algebra- estimating radius of roots.	£5 challenge- finance, data and use of algebra.

Science	<p>Working Scientifically</p> <p>Year 5</p> <ul style="list-style-type: none"> • Begin to explore and talk about ideas • Begin to ask their own questions about scientific phenomena • With support, understand and explain purpose of different components in a system • Begin to understand relationships and interactions • Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • With support, take measurements with increasing accuracy and precision • Suggest which scientific equipment could be used to take measurements • With help, begin to record data and results using scientific diagrams and labels, classification keys, tables and bar and line graphs • Begin to report and present findings from enquiries in oral or written forms • With support, present findings in a variety of ways including: conclusions, causal relationship, explanations and reliability of results • Begin to draw conclusions based on their data and observations, using evidence to justify their ideas • With support, use scientific knowledge and understanding to explain their findings • Begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas • Separate opinion from fact • Know which evidence proves a scientific point • Begin to use abstract models to explain ideas <p>Year 6</p> <ul style="list-style-type: none"> • Explore and talk about ideas • Ask their own questions about scientific phenomena • Analyse purpose of different components in a system • Identify and explain relationships and interactions in a systematic manner • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision • Decide which scientific equipment should be used to take specific measurements • Take repeat readings where appropriate. • Record data and results using scientific diagrams and labels, classification keys, tables and bar and line graphs. • Begin to report and present findings from enquiries in oral or written forms • Decide how to record data from a choice of familiar approaches. • Present findings in a variety of ways including: conclusions, causal relationship, explanations and reliability of results • Identify scientific evidence that has been used to support or refute ideas or arguments • Use scientific language and illustrations to discuss, communicate and justify their scientific ideas • Draw scientific, causal conclusions using the results of an enquiry to justify their ideas • Use test results to make predictions and set up further comparatives and fair tests 		
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	<p>Sound (No progression statements)</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • recognise that sounds get fainter as the distance from the sound source increases. • find patterns between the volume of a sound and the strength of the vibrations that produced it 	<p>Evolution and Inheritance (No progression statements)</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>British Science Week @ BT Adastral Park</p>	<p>Light</p> <ul style="list-style-type: none"> • Make statements about how light appears to travel based on observable evidence. e.g. light appears to travel in straight lines from a laser pointer or when seen in dust. • Suggest or devise demonstrations that show proof that light appears to travel in straight lines. • Represent light as a line on diagram showing the path travelled as a straight line from the object to the eye. • Explain that in order for an object to be seen it either needs to give out or reflect light • Explain what is meant by a field of view and investigate ways in which they can widen this field of view using mirrors. • Identify a range of different light sources and confidently state whether the light is emanating from the source or is reflected light from a different source. • Adjust the relative positions of objects and light sources including placing them at different angles from the perpendicular to change the size and dimensions of shadows. <p>Electricity</p> <ul style="list-style-type: none"> • Safely and independently, construct simple series circuits. • Explain how increasing or decreasing the number of cells affects the brightness of the lamps or loudness of the buzzers. • Identify how changing the positions or order of the components affects the brightness of the lamps or loudness of the buzzers. • Suggest additional components and explore the effects of adding additional components e.g. a dimmer switch (variable resistor). • Accurately and consistently use standard symbols. Wires connecting components are drawn with straight lines.
Computing	<p>Covered all year round (Cross-curricular with Maths, DT, Science and Geography):</p> <p>Data Handling</p> <p>Y5:</p> <ul style="list-style-type: none"> • Collect data (consider using an online quiz, survey or poll) and create correctly labelled graphs or charts for a specific purpose and add them to a relevant document or presentation. • Create a database to organise relevant data. • Design questions using key words to search a large pre-prepared database. Use and / or / greater / less than (Boolean) to search and sort data when looking for relationships and patterns in data. Modify search criteria in order to find more specific information. • Use technology to search and sift through large amounts of different types of information, for example, examine a large database such as items offered by an online retailer or a Victorian census. • Enter formulae into a spreadsheet and modify the data. Paste formulae to enable the calculation of several sums simultaneously. • Create and use a spreadsheet to investigate possible solutions to mathematical / scientific problems / investigations. Create or use a prepared spreadsheet and manipulate the data to answer questions supporting work in mathematical / scientific investigations. <p>Y6:</p> <ul style="list-style-type: none"> • Solve problems involving selecting, processing, presenting and interpreting data. Construct and interpret a range of appropriate tables and graphs relating to task. Collect and represent data using online quizzes, surveys or polls and posters including graphical representation of data. • Solve problems involving selecting, processing, presenting and interpreting data. Construct and interpret a range of appropriate tables and graphs relating to task. Collect and represent data using online quizzes, surveys or polls and posters including graphical representation of data. • Collect and organise data in an efficient and accurate way by designing fields and records in a database. Sort, filter and present the data to answer questions. • Use spreadsheets to solve mathematical problems and identify, enter and modify data and formulae appropriately. • Represent data in infographics such as Word Clouds and understand the benefits of representing data in a pictorial fashion. 		

Information Technology

Create a digital propaganda poster

Y5:

- Select appropriate search engines to find information related to their topic and use a range of keywords to find different sources of information. Compare sources of information for content accuracy and discuss the impact of using inaccurate or incorrect data found online.
- Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate.
- Search for and save differing types of media using search engine functions.

Y6:

- Consider validity and plausibility of information by checking other sources and recognise the impact of using incorrect information in their work.
- Skim and select information checking for bias and different viewpoints.
- Understand the dynamics of different search engines and how results are ranked.

Computer Science

Y5:

- Understand what networks (including the internet) are and how they are used to transfer information

E-Safety

Y5:

- Know what plagiarism / copyright are and understand people often plagiarise without thinking by cutting and pasting.
- Understand the legal and moral reasons not to plagiarise or infringe copyright, the impact it can have on the creator of the content and know legal download sites for video and music.
- Understand how to simply reference others people's work you have permission to use and know how to search for copyright free content.

Y6:

- Know how to appropriately configure and secure all devices used to access personal data.
- Understand the terms including antivirus, firewall, security updates, pop up blocker, etc.
- Create and regularly update strong passwords and do not use the same password for all accounts and devices.

Crumble Bot Taster Day @ BT Adastral Park

Computer Science

Make a Game project

Programming a maze game that explores the wild/ includes collecting and classifying animals (Wilderness War- save the Wilderness)

Y5:

- Solve problems by breaking them down into smaller parts (decomposition)
- Convert code into everyday language and vice versa
- Create a variable in a game e.g. the score or number of lives left
- Plan and create a game for a specified audience that contains more than one example of selection (if... then...)
- Refine games based on audience feedback in terms of appeal and difficulty
- Identify a variety of inputs and outputs, understanding that they are processed by a computer
- Write algorithms to control input and output devices using real or virtual on screen devices

Y6:

- Describe a problem and plan a program that will solve it.
- Decompose the problem and write a description for each part in everyday language (pseudocode)
- Build the application by creating and importing copyright-free images and sounds.
- Use prior knowledge, combine variables and selection to create more complex programs where an event is triggered by a sensor e.g. 'if score > 100 then say "You Win!"

Information and Technology

Recreate landscape (school woods?) using scaling

Y5:

- Use search engines for other functions, such as a calculator, conversion tool, distance and mapping, translations.
- Use 2D graphic shape tools (CAD) in an application to develop a scaled plan view of a given space (such as a playground) using the grouping tool to create composite shapes.
- View real world examples of 3D design, create and manipulate simple 3D shapes to make simple models. (CAD e.g. Google sketchup)

Y6:

- Use a CAD application to create a scaled, 3D representation by adding, rotating, resizing and grouping 3D shapes.

Rescue Simulation Taster day @ BT Adastral Park

Information and Technology

Animation/Film Project

Y5:

- Plan, create and edit an animation, film, slideshow or presentation, then reflect on its efficacy.
- Learn what approaching and retreating shots are and create examples in a short film.
- Evaluate their own digital creation considering different shot types, sound and suitable titles and transitions.
- Locate appropriate copyright free sound files independently from a variety of locations.
- Import and edit existing sounds using computer applications e.g. normalise sound and explore pitch, tempo and volume. Use a multi-track application to layer sound, adding voice, music and sound effects appropriately (e.g. soundation)

Y6:

- Independently combine various forms of media purposefully as part of a project.
- Use appropriate technical language when storyboarding a film, such as panning, approaching, retreating, close up, medium and long shots. Create a short film using various media types.
- Edit and manipulate multi-track music and sound and refine for a given audience or project.
- Ensure all audio compositions adhere to copyright laws

E-Safety

Y5:

- Know how and when to use blocking / unsubscribing / reporting mechanisms appropriately for emails, games, apps and websites.
- Understand how to make reports to external agencies including CEOP and ChildLine in conjunction with a trusted adult.
- Describe the causes and consequences of online bullying and discuss behaviours and strategies to prevent and stop online bullying.

Y6:

- Explain the importance of a balanced lifestyle with respect to technology use. Describe non-screen activities they can engage in to ensure they have a balanced lifestyle. Understand what addiction is and where to go for help to deal with addiction to technologies and content.
- Explain the importance of a positive 'digital footprint' Describe positive and negative implications of anybody accessing their 'digital footprint' now and in the future. Describe what steps they can take to creating a 'positive online image' including defining acceptable and unacceptable online behaviour and the benefits this will have to them now and in the future.
- Evaluate whether games, websites and social media are appropriate for specific ages.
- use PEGI ratings and other criteria to identify the (e)Safeguarding issues with regard to a range of games and online content to make informed judgements on the suitability of the content for a given age range.

History	<p>WWII</p> <p>Year 5:</p> <p>Place the time studied on a timeline, compare where this fits in to topics previously studied. Understand and use appropriate historical vocabulary to communicate. New vocabulary introduced: continuity, legacy, Industrial Revolution, Empire.</p> <p>Consider the reliability of sources.</p> <p>Understand bias and propaganda.</p> <p>Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Give causes and consequences of the main events and changes in the period studied.</p> <p>Identify changes and continuity within and across the time periods studied.</p> <p>Describe historical events studied in detail. Compare, contrast and make connections between different time periods studied and the modern day.</p> <p>Begin to use abstract historical terms when talking and writing.</p> <p>Present, communicate and organise ideas about the past using detailed discussion and debates and different genres of writing. Provide accounts of historical events based upon more than one source.</p> <p>Year 6:</p> <p>Use timelines to place events and periods from around the world.</p> <p>Use timelines to demonstrate changes and development in one key area (e.g. religion, technology or culture).</p> <p>Understand and use appropriate historical vocabulary to communicate.</p> <p>Evaluate the usefulness and accuracy of different sources, taking into consideration bias, propaganda and opinion.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Select the most appropriate source material, using primary and secondary, for a particular task.</p> <p>Consider ways of checking the accuracy of interpretations.</p> <p>Identify how aspects of life changed during a time period and give reasons why, backing it up with evidence.</p> <p>Describe how some changes impacted both on subsequent periods and on today's society.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Bring together knowledge gathered from a range of sources into a fluent account, using historically accurate dates and terminology.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Plan and present a self-directed project about the period studied.</p>	<p>Darwin and Evolution</p> <p>Year 5:</p> <p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Compare, contrast and make connections between different time periods studied and the modern day.</p> <p>Present, communicate and organise ideas about the past using detailed discussion and debates and different genres of writing.</p> <p>Provide accounts of historical events based upon more than one source.</p> <p>Year 6:</p> <p>Use timelines to place events and periods from around the world.</p> <p>Understand and use appropriate historical vocabulary to communicate.</p> <p>Select the most appropriate source material, using primary and secondary, for a particular task.</p> <p>Consider ways of checking the accuracy of interpretations.</p> <p>Identify how aspects of life changed during a time period and give reasons why, backing it up with evidence.</p> <p>Describe how some changes impacted both on subsequent periods and on today's society.</p> <p>Form own opinions about historical events from a range of sources.</p>	<p>Our Future (Environmental and societal issues)</p> <p>Year 5:</p> <p>Understand and use appropriate historical vocabulary to communicate. New vocabulary introduced: continuity, legacy, Industrial Revolution, Empire.</p> <p>Consider the reliability of sources.</p> <p>Understand bias and propaganda.</p> <p>Give causes and consequences of the main events and changes in the period studied.</p> <p>Begin to use abstract historical terms when talking and writing.</p> <p>Present, communicate and organise ideas about the past using detailed discussion and debates and different genres of writing.</p> <p>Year 6:</p> <p>Use timelines to place events and periods from around the world.</p> <p>Use timelines to demonstrate changes and development in one key area (e.g. religion, technology or culture).</p> <p>Understand and use appropriate historical vocabulary to communicate.</p> <p>Evaluate the usefulness and accuracy of different sources, taking into consideration bias, propaganda and opinion.</p> <p>Select the most appropriate source material, using primary and secondary, for a particular task.</p> <p>Identify how aspects of life changed during a time period and give reasons why, backing it up with evidence.</p> <p>Describe how some changes impacted both on subsequent periods and on today's society.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Plan and present a self-directed project about the period studied.</p>
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	<p>Significant individuals:</p> <ul style="list-style-type: none"> • War and Peace: Neville Chamberlain, Winston Churchill, Adolf Hitler, Anne Frank, Franklin Roosevelt, Joseph Stalin; • Wild: Darwin; • Our Future: Greta Thunberg <p>Links to local area:</p> <ul style="list-style-type: none"> • Identify the impact of a significant national event or time period on our locality (Melton in WW2) • Identify some individuals from the past who have had an impact nationally or internationally (e.g. Dr Hugh Diamond, Edwin Lankester) 		
Geography	<p>WWII</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Independently use maps to identify historical changes to areas studied (e.g. Victorian Empire, Ancient Greece) • Independently use maps to identify key areas studied • Select the appropriate mapping resource for their needs, choosing from a range such as atlases, google earth and ordnance survey maps <p>Year 6:</p> <ul style="list-style-type: none"> • Use maps to explain historical changes to areas studied, including changes to country names • Look at a variety of different map projections and consider the reasons for differences • Demonstrate proficiency in the use of maps <p>Mixed year objectives:</p> <ul style="list-style-type: none"> • Name and locate various countries of the world with a focus on Europe. Know some of the key characteristics of these countries. • Know, name and locate some of the capital cities of European Countries and know the countries that make up the EU. • Know why ports are important and the role they play in distributing goods around the world 	<p>Darwin and Evolution</p> <p>Mixed year objectives:</p> <ul style="list-style-type: none"> • Know how time zones work (including understanding Prime/Greenwich Meridian) and calculate time differences around the world • Know that the difference in time zones means that at any given time it will be night in some locations and day in others • Name and locate the countries and cities of the UK • Describe the characteristics of regions of the UK (for example Lake District as opposed to Suffolk) • Name and locate key topographical features in the UK (rivers, mountains, hills, coasts) • Know the similarities and differences between an area of the UK and an area of a European Country, including their human and physical geography • Identify cloud types • Bug study (Link to Wild topic) 	<p>Our Future (Environmental and societal issues)</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Independently use maps to identify historical changes to areas studied (e.g. Victorian Empire, Ancient Greece) • Independently use maps to identify key areas studied • Select the appropriate mapping resource for their needs, choosing from a range such as atlases, google earth and ordnance survey maps • Produce land use maps <p>Year 6:</p> <ul style="list-style-type: none"> • Use maps to explain historical changes to areas studied, including changes to country names • Demonstrate proficiency in the use of maps <p>Mixed year objectives:</p> <ul style="list-style-type: none"> • Know how trade links have changed through different periods in History leading up to the globalisation experienced in the modern day • Fair / unfair distribution of resources (such as energy, food, minerals and water) and the economic implications of these (Fairtrade) • Know the different types of economic activity and understand that this varies around the world • Name and locate the largest deserts, forests, oceans, mountain ranges and rivers • Collect and measure temperature, wind and noise levels, presenting the information gathered using tables and graphs • Compare past pictures of the school to today to discuss if/how land use has changed and why. • Record how the land is used in the local area.
<p>Year 5 vocabulary: Ordnance survey, Google Earth, Prime/Greenwich Meridian, Time zones, European Union, Topography, Trade, Port</p> <p>Year 6 vocabulary: Globalisation, Economic, Resources, Import, Export, Euro-centric</p>			

Art	<p>Portraits: Lowry / Smarkusz</p> <p>Observational drawing: graveyard linked to Goodnight Mr Tom</p> <p>Embroidered poppies (Remembrance Day)</p> <p>Yr5: Materials introduced: Graded pencils (self-select according to efficacy)</p> <p>Techniques introduced:</p> <p>Application of grid technique & triangular grid technique</p> <p>Use of sketchbook to plan</p> <p>Observational drawing</p> <p>Producing their own work in response to work of artist</p> <p>Evaluate and improve work</p> <p>Yr6: Materials introduced: Fine liners</p> <p>Techniques introduced:</p> <p>Use of sighting</p> <p>Observational drawing</p> <p>Drawing from a life model</p> <p>Discuss and review their own and others work</p> <p>Evaluate and annotate work in sketchbook</p> <p>Yr5&6:</p> <p>Embroidery</p>	<p>Emma Green – Oil painting of wilderness, landscapes,</p> <p>Yr5: Materials introduced: Graded pencils (self-select according to efficacy)</p> <p>Techniques introduced:</p> <p>Application of grid technique & triangular grid technique</p> <p>Conveying reflections</p> <p>Use of sketchbook to plan</p> <p>Observational drawing</p> <p>Materials introduced: Oil paints</p> <p>Techniques introduced:</p> <p>Use of shade and colour to create mood and feeling</p> <p>Choose appropriate media to work with</p> <p>Use of sketchbook to plan</p> <p>Use of a palette knife</p> <p>Yr6: Materials introduced: Fine liners</p> <p>Techniques introduced:</p> <p>Use of sighting</p> <p>Observational drawing</p> <p>Discuss and review their own and others work</p> <p>Evaluate and annotate work in sketchbook</p> <p>Materials introduced: Self-selected materials based on efficacy</p> <p>Techniques introduced:</p> <p>Use of contrasting / complementary tones</p> <p>Apply different effects and textures with a purpose in mind</p> <p>Work in a sustained and independent way to develop individual style</p> <p>Use of sketchbook to plan and evaluate</p>	<p>Campaign promo (Linked to societal or environmental issue)– badges, banners, Yr5 and 6: Printing following criteria</p> <p>Overprinting</p> <p>Use print as a starting point for embroidery</p> <p>Create positive and negative shapes</p> <p>Develop individual style using tonal contrast and mixed media</p> <p>Embroidery</p> <p>3D weaving</p> <p>Develop tie dye, resist paste and batik techniques to include more than one colour</p> <p>Experiment with combining techniques learnt e.g. embroidery over tie dye, applique over resist paste</p>
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Design Technology	<p>Anderson Shelters - Ration Recipes - Make Do Amend</p> <p>Yr5: Make a prototype before making a final version</p> <p>Cross-sectional diagrams</p> <p>Evaluate quality of design while designing and making; is it fit for purpose?</p> <p>Evaluate ideas and finished product against specification, considering purpose and appearance</p> <p>Yr6: Use market research to inform my plan</p> <p>Develop innovative design ideas</p> <p>Identify features of design that will appeal to the intended user</p> <p>Yr5&6: Select from a wider range of textiles according to their functional properties and aesthetic qualities</p> <p>Consider user when selecting textiles</p> <p>Understand how patterns work and the need to incorporate seam allowances when developing patterns</p> <p>Ensure end product is attractive and strong</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decorations)</p> <p>Yr5&6: Select techniques on the basis of prior knowledge</p> <p>Adapt a recipe</p> <p>Use of hobs to heat food (with increasing independence for Year 6 children)</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking</p> <p>Understand the importance of correct storage and handling of ingredients</p> <p>Scale up or down from a recipe</p> <p>Understand that different food and drink contains a variety of substances that are needed for health (nutrients, water, fibre, protein) and consider this when designing dishes</p> <p>Understand the importance of correct storage and handling of ingredients</p> <p>Incorporate safety considerations into plans made</p>	<p>Energy Bar- Nutrition, follow recipe, modify, test and evaluate. Woodwork – bug hotel, bird boxes</p> <p>Yr5&6: Expand use of practical tools to create products (e.g. clamps, drills, sandpaper, screw drivers)</p> <p>Consider appearance and characteristics of materials when selecting</p> <p>Ensure precision when measuring and cutting</p> <p>Reinforce and strengthen when working in 3D</p> <p>Refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape)</p> <p>Yr5&6: Select techniques on the basis of prior knowledge</p> <p>Adapt a recipe</p> <p>Use of hobs to heat food (with increasing independence for Year 6 children)</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking</p> <p>Understand the importance of correct storage and handling of ingredients</p> <p>Scale up or down from a recipe</p> <p>Understand that different food and drink contains a variety of substances that are needed for health (nutrients, water, fibre, protein) and consider this when designing dishes</p> <p>Understand the importance of correct storage and handling of ingredients</p> <p>Incorporate safety considerations into plans made</p>	<p>Fiver Challenge - Sustainable Product Summer Fair (year 5)</p> <p>Yr5: Collate information from different sources to develop a design, including questionnaires</p> <p>Consider user's views when designing</p> <p>Refine plans as they develop</p> <p>Make a prototype before making a final version</p> <p>Make design decisions considering time and resources</p> <p>Cross-sectional diagrams</p> <p>Evaluate quality of design while designing and making; is it fit for purpose?</p> <p>Test and evaluate final product</p> <p>Evaluate ideas and finished product against specification, considering purpose and appearance</p> <p>Yr6: Use market research to inform my plan</p> <p>Work within a budget</p> <p>Consider the sustainability of products</p> <p>Consider how sustainable materials are</p> <p>Use research of user's individual needs, wants, requirements for design</p> <p>Develop innovative design ideas</p> <p>Identify features of design that will appeal to the intended user</p> <p>Using technology to aide design (e.g. Sketchup)</p> <p>Evaluate how much products cost to make and how innovative they are</p> <p>Consider the impact of products beyond their intended purpose</p> <p>Explain the effect different resources may have had on the final product</p> <p>Consider how sustainable materials are</p>
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Music	<p>Yr5: To sing in unison and maintain individual part with clear dictation, controlled pitch and sense of phrase.</p> <p>To show awareness of other parts while singing own parts.</p> <p>To improvise within a group using melodic and rhythmic phrases.</p> <p>To perform by listening to others and from simple notations.</p> <p>To describe, compare and evaluate music using musical vocabulary</p> <p>To suggest improvements to their own or others' work</p> <p>To identify and begin to evaluate the features within different pieces of music</p> <p>To contrast the work of established composers and show preferences</p> <p>To explain how tempo changes the character of music</p> <p>To know how pulse, rhythm and pitch fit together</p> <p>Use a wider range of music vocabulary to identify strengths and areas for improvement in their own and others' music</p> <p>Yr6: To sing solo parts and in unison with others following musical notations.</p> <p>To sing solo parts and in unison with other by memory.</p> <p>To convey expression while singing.</p> <p>To lead a group providing rhythmic support.</p> <p>To identify how sounds can be combined and layered to enhance a performance.</p> <p>To evaluate how venue, occasion and purpose affects the way music is created.</p> <p>To compare and contrast the impact and effect of different types of music.</p> <p>To compare and contrast the impact different composers from different times had in that time period.</p> <p>To analyse features of a piece of music from others' work and from different composers.</p>	<p>Yr5: To write a simple tune using musical notation including dynamics to show different effects for an ensemble to follow.</p> <p>To become familiar with timbre and texture of music and how this influences the tune.</p> <p>To begin identifying characteristics of Contemporary and Early and mid 20th Century music.</p> <p>To compose and perform melodies using five or more notes</p> <p>To begin to use standard notation</p> <p>To use their notations to record groups of pitches (chords)</p> <p>To show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea</p> <p>To create music reflecting given intentions and record using standard notation</p> <p>To use ICT to organise musical ideas</p> <p>To create increasingly complicated rhythmic and melodic phrases</p> <p>Yr6: To identify characteristics of Contemporary and Early and mid 20th Century music and how this reflects the time period.</p> <p>To name influential composers of this time period.</p> <p>To build on prior knowledge of musical notation and start to introduce the use of sharp (#) and flat (b)</p> <p>To recognise that different forms of notation serve different purposes</p> <p>To combine groups of beats</p> <p>To use a variety of different musical devices in their compositions (e.g. melody, rhythms and chords)</p> <p>To demonstrate how a small change of tempo can make a piece of music more effective</p> <p>To use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p> <p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</p>	<p>Year 6 production</p> <p>Yr5: To sing in unison and maintain individual part with clear dictation, controlled pitch and sense of phrase.</p> <p>To show awareness of other parts while singing own parts.</p> <p>To improvise within a group using melodic and rhythmic phrases.</p> <p>To perform by listening to others and from simple notations.</p> <p>Yr6: To sing solo parts and in unison with others following musical notations.</p> <p>To sing solo parts and in unison with other by memory.</p> <p>To convey expression while singing.</p> <p>To lead a group providing rhythmic support.</p> <p>To identify how sounds can be combined and layered to enhance a performance.</p>
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PE	<p>Tag Rugby & Handball</p> <p>Year 5 Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p> <p>Use ball skills in various ways and begin to link together</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation</p> <p>Demonstrate an increasing awareness of space</p> <p>Keep and win back possession of the ball effectively in a team game</p> <p>Choose the best tactics for attacking and defending</p> <p>Know when to pass in a game</p> <p>Devise and adapt rules to create their own game</p> <p>Year 6 Throw and catch accurately and successfully under pressure in a game</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move</p> <p>Demonstrate a good awareness of space</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game</p> <p>Think ahead and create a plan of attack or defence</p> <p>Apply knowledge of skills for attacking and defending</p> <p>Follow and create complicated rules to play a game successfully</p> <p>Communicate plans to others during a game</p> <p>Lead others during a game</p> <p>Inter school house competition</p>	<p>Circuit training</p> <p>Choose and use criteria to evaluate own and others' performance</p> <p>Explain why they have used particular skills or techniques and the effect they have had on performance</p> <p>Dance</p> <p>Year 5 Compose individual, partner and group dances that reflect the chosen dance style</p> <p>Show a change of pace and timing in their movements</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli</p> <p>Use transitions to link motifs smoothly together</p> <p>Improvise with confidence, still demonstrating fluency across the sequence</p> <p>Suggest ways to improve their own and other people's work</p> <p>Demonstrate an increasing awareness of space</p> <p>Choose and use criteria to evaluate own and others' performance</p> <p>Explain why they have used particular skills or techniques and the effect they have had on performance</p> <p>Year 6 Use dramatic expression in dance movements and motifs</p> <p>Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs</p> <p>Choreograph a dance using props</p> <p>Adapt and refine actions and dynamics to improve a dance</p> <p>Show a change of pace and timing in their movements</p> <p>Use appropriate language to evaluate and refine their own and others' work</p> <p>Demonstrate a good awareness of space</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p> <p>Inter school house competition</p>	<p>Netball</p> <p>Year 5 Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p> <p>Use ball skills in various ways and begin to link together</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation</p> <p>Demonstrate an increasing awareness of space</p> <p>Year 6 Throw and catch accurately and successfully under pressure in a game</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move</p> <p>Demonstrate a good awareness of space</p> <p>Gymnastics</p> <p>Year 5 Create and perform sequences using apparatus, individually and with a partner</p> <p>Use set criteria to make simple judgements about performances and suggest ways they could be improved</p> <p>Use cannon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance</p> <p>Use strength and flexibility to improve the quality of a performance</p> <p>Incorporate rolls seamlessly into their performances</p> <p>Balance against a partner with different body parts in contact</p> <p>Balance with a partner by pushing or pulling against them (counterbalance / counter tension)</p> <p>Choose and use criteria to evaluate own and others' performance</p> <p>Explain why they have used particular skills or techniques and the effect they have had on performance</p> <p>Year 6 Consider flow when combining and performing gymnastic actions, shapes and balances in order to demonstrate control and continuity</p> <p>Start and finish forward roll with a different shape (e.g. tuck, straddle, standing)</p> <p>Experiment with more complex moves such as cartwheel, headstand and backwards roll (NB children should feel free to perfect / adapt other moves if they don't wish to try these)</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p> <p>Balance against apparatus, under apparatus, on apparatus</p> <p>Balance against / under / on apparatus with a partner</p> <p>Inter school house competition</p>	<p>OAA</p> <p>Year 5 Start to orientate themselves with increasing confidence and accuracy around an orienteering course</p> <p>Design an orienteering course that can be followed and offers some challenge to others</p> <p>Begin to use navigation equipment to orientate around a trail</p> <p>Use clear communication to effectively complete a particular role in a team</p> <p>Complete orienteering activities both as part of a team and independently</p> <p>Identify a key on a map and begin to use the information in activities</p> <p>Choose the best equipment for an outdoor activity</p> <p>Create an outdoor activity that challenges others</p> <p>Create a simple plan of an activity for others to follow</p> <p>Identify the quickest route to accurately navigate an orienteering course</p> <p>Year 6 Orientate themselves with confidence and accuracy around an orienteering course when under pressure</p> <p>Design an orienteering course that is clear to follow and offers challenge to others</p> <p>Use navigation equipment (maps, compasses) to improve the trail</p> <p>Use clear communication to effectively complete a particular role in a team</p> <p>Complete orienteering activities both as part of a team and independently</p> <p>Prepare an orienteering course for others to follow</p> <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique</p> <p>Listen to feedback and improve an orienteering course from it</p> <p>Swimming</p> <p>Year 5&6 Develop water confidence</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Develop an understanding of water safety and safe self-rescue</p> <p>Develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency</p> <p>- Inter school house competition</p>	<p>Tennis</p> <p>Year 5 Use different techniques to hit a ball</p> <p>Identify and apply techniques for hitting a tennis ball</p> <p>Explore when different shots are best used</p> <p>Develop a backhand technique and use it in a game</p> <p>Practise techniques for all strokes</p> <p>Year 6 Use good hand-eye coordination to be able to direct a ball when striking or hitting</p> <p>Understand how to serve in order to start a game</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Athletics</p> <p>Year 5 Sprint for 75 metres</p> <p>Explore different starting positions when sprinting</p> <p>Explore using their breathing to support them in long distance running</p> <p>Pace themselves so that they can run continuously for 600m</p> <p>Year 6 Sprint for 75 metres</p> <p>Use the starting position when sprinting</p> <p>Accelerate to pass other competitors when running long distance</p> <p>Pace themselves so that they can run continuously for 600m with a sprint finish</p> <p>Inter school house competition</p>	<p>Rounders</p> <p>Year 5 Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p> <p>Use ball skills in various ways and begin to link together</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation</p> <p>Demonstrate an increasing awareness of space</p> <p>Use fielding as a team to prevent the opposition from scoring</p> <p>Devise and adapt rules to create their own game</p> <p>Year 6 Hit a bowled ball over longer distances</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting</p> <p>Throw and catch accurately and successfully under pressure in a game</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move</p> <p>Demonstrate a good awareness of space</p> <p>Follow and create complicated rules to play a game successfully</p> <p>Communicate plans to others during a game</p> <p>Lead others during a game</p> <p>Athletics</p> <p>Year 5 Jump for height building towards 34cm jump.</p> <p>Jump for distance building towards 170cm.</p> <p>Over arm throw building towards 35m.</p> <p>Chest push building to 8m. Participating in sports day</p> <p>Year 6 Jump for height building towards 36cm jump.</p> <p>Jump for distance building towards 190cm.</p> <p>Over arm throw building towards 35+m.</p> <p>Chest push building to 8+m.</p> <p>Participating in sports day</p> <p>Inter school house competition</p>
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RE	<p>Year 5: Theme: Belief into action Key Question: How far would a Sikh go for his/her religion?Religion: Sikhism</p> <p>Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p> <p>Year 6: Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p> <p>Christmas Concept: Incarnation Key Question:Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?Religion: Christianity</p>	<p>Year 5: Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism</p> <p>Theme:Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p> <p>Year 6: Theme: Beliefs and Meaning Concept: SalvationKey Question: Is anything ever eternal? Religion: Christianity Easter Concept: Gospel Key Question:Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p>	<p>Year 5: Theme:Prayer and Worship Key Question:What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p> <p>Theme:Beliefs and moral values Key Question:Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism</p> <p>Year 6: Beliefs and moral values Key Question:Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term</p>
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Year 5:

How can we help in an accident or emergency?

- Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- Know that if someone has experienced a head injury, they should not be moved
- Know when it is appropriate to use first aid and the importance of seeking adult help
- Understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

How can drugs common to everyday life affect health?

- Understand how drugs common to everyday life (including smoking / vaping – nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
- Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- Know that the laws surrounding the use of drugs exist to protect them and others
- Understand why people choose to use or not use different drugs
- Understand how people can prevent or reduce the risks associated with different drugs
- Know that for some people, drug use can become a habit which is difficult to break
- Know that organisations help people to stop smoking and that there is support available to help people if they have concerns about drug use
- Know how to ask for help from a trusted adult if they have any worries or concerns about drugs

Year 6:

How can we keep healthy as we grow?

- Know that FGM is illegal and goes against human rights and that they should tell someone immediately if they are worried for themselves or someone else

How can we keep healthy as we grow?

- Understand how mental and physical health are linked
- Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- Know how to make choices that support a healthy balanced lifestyle including:
 - How to plan a healthy meal
 - How to stay physically active
 - How to maintain good dental health, including oral hygiene, food and drink choices
 - How to benefit from and stay safe in the sun
 - How and why to balance time spent online with other activities
 - How sleep contributes to a healthy lifestyle' the effects of poor sleep; strategies that support good quality sleep
 - How to manage the influence of friends and family on health choices
- Understand that habits can be healthy or unhealthy; strategies to help change or break and unhealthy habit or take up a new healthy one
- Know how legal and illegal drugs can affect health and how to manage situations involving them

Year 5

How can friends communicate safely?

- Know about the different types of relationships people have in their lives
- Recognise how friends and family communicate together; how the internet and social media can be used positively
- Understand how knowing someone online differs from knowing someone face-to-face
- Know how to recognise risk in relation to friendships and keeping safe
- Know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- Know how to respond if a friendship is making them feel worried, unsafe or uncomfortable and who to tell if this is happening
- Understand the importance of and how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

What decisions can people make with money?

- Understand how people make decisions about spending and saving money and what influences them
- Understand how to keep track of money so people know how much they have to spend or save
- Know how people make choices about ways of paying for things they want and need (e.g. from current accounts / savings; store card / credit cards; loans)
- Understand how to recognise what makes something 'value for money' and what this means to them
- Know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

Year 6:

How can we keep healthy as we grow?

- Know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- Know that health problems, including mental health problems, can build up if they are not recognised, managed or if help is not sought early on
- Understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- Understand that mental health difficulties can usually be resolved or managed with the right strategies and support

How do friendships change as we grow?

- Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- Understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- Understand how puberty relates to growing from childhood to adulthood
- Know about the reproductive organs and process including how babies are conceived and born and how they need to be cared for
- Know that there are ways to prevent a baby being made
- Know that growing up and becoming more independent comes with increased opportunities and responsibilities
- Understand how friendships may change as they grow and how to manage this
- Know how to manage change, including moving to secondary school. Understand how to ask for support or where to seek further information and advice regarding growing up and changing

Year 5:

What makes up our identity?

- Understand how to recognise and respect similarities and differences between people and what they have in common with others
- Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes / dislikes)
- Understand how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- Understand that stereotypes are not always accurate and can negatively influence behaviours and attitudes towards others
- Know how to challenge stereotypes and assumptions about others

What jobs would we like?

- Understand that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- Know that some jobs are paid more than others and some may be voluntary (unpaid)
- Consider the skills, attributes, qualifications and training needed for different jobs
- Understand that there are different ways into jobs and careers, including college, apprenticeships and university
- Consider how people choose a career / job and what influences their decision, including skills, interests and pay
- Understand how to question and challenge stereotypes about the types of jobs people can do
- Consider how they might choose a career / job for themselves when they are older, why they would choose it and what might influence their decisions

Year 6:

How can the media influence people?

- Consider how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- Know that not everything should be shared online or on social media and that there are rules about this, including the distribution of images
- Understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- Understand how text and images can be manipulated or invented and learn some strategies to recognise this
- Evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- Recognise unsafe or suspicious content online and understand what to do about it
- Know how information is ranked, selected, targeted to meet the interests of individuals and groups and how it can be used to influence them
- Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- Know how to respond to and, if necessary, report information viewed online which is upsetting, frightening or untrue
- Recognise the risks involved in gambling related activities, consider what might influence somebody to gamble and the impact it might have
- Discuss and debate what influences people's decisions, taking into consideration different viewpoints.

What will change as we become more independent?

- Know that people have different kinds of relationships in their lives, including romantic or intimate relationships
- Understand that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for

MFL

Year 5/6

Language:

- Vocabulary
- Phonetics
- Reading Stories

Culture:

- Introduction to china
- Paper cutting
- Food
- Calligraphy
- Tea