



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PROJECT	Off With Her Head! The Tudors		Investigating Our World		Ground breaking Greeks.	
ENRICHMENT OPPORTUNITIES		Visit to Gloucester Cathedral				
READING						
Decoding	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. I can apply my growing knowledge of root words prefixes and suffixes/word endings including – sion,-tion, - cial, -tial, -ant/- ance/ancy,-ent,-ence, - ency, -able, ably and – ible, inly to read aloud fluently.					
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. (Evidenced in vocabulary session of weekly GR)					
Vocabulary	Discuss and explore the meaning of words in context. Use a dictionary to understand the meaning of words in context.					
Retrieval	Skim and scan to retrieve relevant information. Retrieve, record and present information from non-fiction.					
Inference	Refer to the text when explaining viewpoints and reasons.	Use quotations from texts to support my answers.			Explain and justify opinions with a range of evidence from the texts.	
	Evaluate texts and use relevant information to support my opinion. Begin to use point, evidence explain, evaluate.					
Prediction	Predict what might happen from details stated and implied.			Predict what might happen in increasingly complex texts by using evidence from the text.		
Summary	Summarise information.					
Author Intent	Identify how the structure and presentation of texts contributes to the meaning. Be aware of the way certain powerful verbs can add to the tension or deepen a reader’s understanding of a specific situation or action. Show awareness of the effect of writer’s language choices. Evaluate how authors use language, including figurative language.					
Discuss it	Discuss messages moods, feelings and attitudes using inference and deduction. Ask sensible and interesting questions to improve my understanding.			Give a detailed book review including why I would recommend the book.		
WRITING						
Primary Class Text	<u>The Lost Magician</u> <u>A Midsummer’s Night</u> <u>Dream, Macbeth</u>	<u>George’s Marvellous Medicine</u> <u>Changes of Materials</u>	<u>Street Child</u>	<u>Holes</u>	<u>The Boy at the Back of the Class</u> <u>Refugee</u>	<u>Who Let The Gods Out?</u>
Grammar	Revision of basic sentence punctuation (including statements, questions, exclamations and commands) and nouns (including proper nouns) I can use a wide range of punctuation accurately (question marks, exclamation marks, commas in lists and to separate clauses, colons before lists, inverted commas) I can recognise and use abstract nouns (e.g. pain, honesty, bravery) <u>Noun Phrases and pronouns to replace both nouns and noun phrases</u> I can use expanded noun phrases to supply complicated information/description more concisely (e.g. the dark green door with crumbling bricks on either side)	Verbs, clauses and connecting clauses using conjunctions and commas to connect clauses and phrases (co-ordinating and subordinating conjunctions) I can use commas to make my meaning clear (e.g. Before leaving, the children said their goodbyes) Semicolons to connect related independent clauses with conjunctive adverbs (e.g. however, hence, furthermore, consequently) Revision of simple past and present, progressive past and present, and present perfect/past perfect verb tenses I can use the perfect form of verbs to show time and cause (e.g. George was tired because he had been jogging.) I can make the appropriate tense choices for a task (e.g. simple past ,past progressive)	<u>Revise rules of Standard English and when we can break the rules (e.g. in speech or appealing to a certain audience)</u> I know and follow the rules of Standard English (subject-verb agreement, consistency of tense, avoidance of slang (unless in speech) avoidance of double negatives, avoidance of adjectives as adverbs (e.g. “He runs quick” rather than quickly) <u>Direct and reported speech</u> I can use direct and reported speech accurately (e.g. The teacher explained that it was actually quite simple.) And (“It’s actually quite simple,” the teacher explained.) <u>Modal verbs and adverbs of possibility</u> I can use modal verbs or adverbs to show how possible something is (e.g. may/could, nearly/definitely/always)	Identify and use relative pronouns and relative clauses I can use relative clauses using which/who/where/when both as embedded clauses or at the end of a sentence (e.g. ‘The house, which Stanley had now arrived at, stood on the top of the hill’ or ‘Stanley arrived at the house, which stood at the top of the hill’.) <u>Commas, brackets and dashes for parenthesis</u> I can use brackets, commas or dashes for parenthesis I can use suffixes to convert from one word class to another (e.g. -ate, -ise, -ify, -ness, -ment, -ful, -ous)	<u>Colons for lists and elaboration/explanation</u> I can use colons to introduce a list I can use colons before an explanation or elaboration (e.g. The researchers found something unexpected: a dramatic lowering of heart disease.) I can use semicolons for further detail in lists I can use semicolons to connect two related, complementary or contrasting main/independent clauses (e.g. ‘The writing curriculum would take some time to construct; Mr Anderson took a deep breath, and began to type.’ Or: ‘Martha has gone to the library; her sister is playing football.’)	<u>Revise rules of Standard English</u> <u>I Identify and use passive verbs</u> I can identify the difference between the past tense of irregular verbs and the past participle and can identify when to use each for the purpose of writing in the passive voice. (e.g. ‘Tim wrote the overview.’ and ‘The overview was written by Tim.’) I can identify active and passive sentences and can use the passive voice for effect (e.g. ‘The cakes were quickly devoured by the children.’) I realise that it can be more effective and less clunky to leave out the actor in the sentence (e.g. ‘The cakes were quickly devoured.’) I know that the object becomes the subject in a passive sentence. I know that a passive sentence is made by a form of the verb “be” + past participle

<p>I can plan my writing by: noting down ideas from my reading (and sometimes my own research)</p> <p>I can draft and write by: choosing appropriate grammar and vocabulary for meaning and impact</p> <p>I can draft and write by: using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions)</p> <p>I can draft and write by: using a variety of techniques to engage the reader (e.g. build tension, change of tone, dramatic opening,)</p> <p>I can draft and write by: describing settings, characters and atmosphere, and using dialogue to convey character and to advance the action. (With an appropriate mixture of DASH)</p> <p>I can draft and write by: establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. clear link between opening and ending)</p> <p>I can draft and write by: changing paragraph accurately and consistently (e.g person/place/point/time)</p> <p>I can draft and write by: using other devices (e.g. headings and sub-headings, bullet points, diagrams) to organise and present my writing and to guide the reader</p> <p>I can evaluate and edit by: assessing the effectiveness of my own writing, including using a wider range of sentence structures for variety and effect</p> <p>I can evaluate and edit by: making changes to grammar, vocabulary and punctuation to improve impact</p> <p>I can evaluate and edit by: using tenses correctly throughout a piece of writing</p>	<p>I can plan my writing by: noting down ideas from my reading (and sometimes my own research)</p> <p>I can draft and write by: choosing appropriate grammar and vocabulary for meaning and impact</p> <p>I can use to the following to persuade: Rhetorical questions, Flattery, Use of facts to persuade, Emotive language</p> <p>I can use a variety of stylistic features for purpose and effect (eg alliteration, simile, metaphor, personification)</p> <p>I can draft and write by: using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions)</p> <p>I can draft and write by: using a variety of techniques to engage the reader (e.g. comment, opinion, rhetorical questions, change of tone, dramatic opening, reflection, persuasive vocabulary)</p> <p>I can draft and write by: using a variety of techniques to engage the reader (e.g. comment, opinion, rhetorical questions, change of tone, dramatic opening, reflection, persuasive vocabulary, humour)</p> <p>I can draft and write by: establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. clear link between opening and ending)</p> <p>I can draft and write by: changing paragraph accurately and consistently (e.g person/place/point/time)</p> <p>I can draft and write by: using other devices (e.g. headings and sub-headings, bullet points, diagrams) to organise and present my writing and to guide the reader</p> <p>I can evaluate and edit by: assessing the effectiveness of my own writing, including using a wider range of sentence structures for variety and effect</p> <p>I can evaluate and edit by: making changes to grammar, vocabulary and punctuation to improve impact</p> <p>I can evaluate and edit by: using tenses correctly throughout a piece of writing</p>	<p>I can plan my writing by: noting down ideas from my reading (and sometimes my own research)</p> <p>I can draft and write by: choosing appropriate grammar and vocabulary for meaning and impact</p> <p>I can draft and write by: using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions)</p> <p>I can draft and write by: using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, change of tone, dramatic opening, reflection, persuasive vocabulary)</p> <p>I can draft and write by: describing settings, characters and atmosphere, and using dialogue to convey character and to advance the action. 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(With an appropriate mixture of DASH)</p> <p>I can draft and write by: establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. clear link between opening and ending)</p> <p>I can draft and write by: changing paragraph or stanza accurately and consistently (e.g person/place/point/time)</p> <p>I can evaluate and edit by: assessing the effectiveness of my own writing, including using a wider range of sentence structures for variety and effect</p> <p>I can evaluate and edit by: making changes to grammar, vocabulary and punctuation to improve impact</p> <p>I can evaluate and edit by: using tenses correctly throughout a piece of writing</p>
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<p>Writing Outcome 1</p>	<p>Dilemma Story My story has a clear introduction, build up, regrets/dilemma, resolution and ending</p> <p>I can use the past perfect tense for flashbacks, narrative effect</p> <p>I can use rhetorical questions and indirect thoughts to further a narrative</p> <p>I can use causal conjunctions in outlining the dilemma(s) a character faces</p>	<p>Persuasive writing I can plan and write a persuasive letter for a real purpose. I can write a commentary about an issue. I can write an argument to persuade others to have a point of view.</p>	<p>News Feature I can write and present a news feature. I can plan, carry out interviews, collate and analyse information gathered and then write an article.</p> <p>Possible feature: The changes in Holy Trinity School, or what makes the school special</p>	<p>Explanation Text/Non-chronological report I can write a non-chronological report with explanation features. I can present my work in an eye-catching manner.</p> <p>An example might be a report on a Monarch butterfly which includes an explanation of its metamorphosis.</p>	<p>Stories from other cultures I can plan and write a story from an alternative viewpoint.</p> <p>Recommended: explore different creation stories from various religions before writing an original one.</p>	<p>Myths, legends, fables and traditional tales I can write a legend, using appropriate vocabulary and setting depiction</p>
<p>Writing Outcome 2</p>	<p>Dramatic conventions I can write my own script to perform, based on a book I have read. I can describe setting and move a story on through dialogue.</p>	<p>Poetry I can write and perform a free verse poem containing poetic devices for imagery</p> <p>I can write a haiku including the above, without directly mentioning the subject matter in the poem</p> <p>I can write a kenning poem without mentioning the subject matter directly, using some hyphens for effect</p>	<p>Older literature I can write in the style of a particular author to complete a section of a story, add dialogue or a new chapter.</p> <p>Possible outcome: story set in London Victorian times, complete with dropped 'h' in speech, cockney rhyming slang and other Dickensian language of the era.</p>	<p>Novels and stories by significant authors I can write a new story inspired by a story I know by a famous author</p>	<p>Discursive Essay I can write a balanced essay on a polarising subject, forming a reasoned conclusion.</p>	<p>Classic Narrative Poetry I can write a cautionary tale which teaches a simple lesson in telling a story, using a rhyming scheme and syllabic pattern</p>
<p>MATHEMATICS</p>	<p>Number & Place Value: up to 10,000</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve all of the above Read Roman numerals to 1000 and recognise years written in Roman numerals <p>Decimals</p> <ul style="list-style-type: none"> Read and write decimal numbers as fractions Recognise and use thousandths and relate them to tenths, 	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving number up to three decimal places <p>Multiplication & Division: Powers of 10</p> <ul style="list-style-type: none"> Multiply and divide whole numbers and those involving decimals by 10,100 and 1000 <p>Multiplication & Division: Properties of Number</p> <ul style="list-style-type: none"> Identify multiples and factors, including finding all factor pairs of a number, and common factors 	<p>Multiplication & Division: Written Methods</p> <ul style="list-style-type: none"> Multiply numbers up to 4 digits by a 1 digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide numbers mentally drawing upon known facts Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates <p>Geometry: Position & Direction</p> <ul style="list-style-type: none"> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	<p>Fractions, Decimals & Percentages</p> <ul style="list-style-type: none"> Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Read and write decimal numbers as fractions Solve problems involving numbers up to three decimal places Recognise the per cent (%) symbol and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator hundred, or as a decimal Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25 	<p>Fractions: Calculating</p> <ul style="list-style-type: none"> Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 	<p>Measurement: Area & Volume</p> <ul style="list-style-type: none"> Estimate volume (e.g. using 1 cm block to build cuboids (including cubes)) and capacity Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Know angles are measured in degrees, estimate and compare acute, obtuse and reflex angles Draw given angles and measure them in degrees Identify angles at a point and one whole turn, angles at a point on a straight line and 1/2 a turn, other multiples of 90° Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

	<p>hundredths and decimal equivalents</p> <ul style="list-style-type: none"> Round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare numbers with up to three decimal places Solve problems involving number up to three decimal places <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Identify 3D shapes, including cubes and other cuboids, from 2D representations 	<p>of two numbers factor parts of a number, and common factors of two numbers</p> <ul style="list-style-type: none"> Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) Solve problems involving multiplication and division including their knowledge of factors. and multiples, squares and cubes 		<p>Measurement: Length, Mass & Capacity</p> <ul style="list-style-type: none"> Convert between different units of metric measure Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Use all four operations to solve problems involving measure, (e.g. length, mass, volume, money) using decimal notation, including scales 		<p>Measurement: Time</p> <ul style="list-style-type: none"> Solve problems involving converting between units of time <p>Statistics</p> <ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables
SCIENCE	<p>Properties of Materials</p> <p>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</p> <ol style="list-style-type: none"> Exploring properties of materials Explore the hardness of materials <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat</p> <p>Give reasons, based on evidence from comparative and fair test, for the particular uses of everyday materials, including metals, wood and plastic</p> <ol style="list-style-type: none"> Explore thermal conductors and thermal insulators <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <ol style="list-style-type: none"> Discover materials that become soluble in water Investigate the solubility of materials <p>Use knowledge of solids, liquids and gases to decide how mixtures might</p>	<p>Changes of Materials</p> <p>Describe how to recover a substance from a solution</p> <ol style="list-style-type: none"> Use evaporation to recover the solute from a solution <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <ol style="list-style-type: none"> Recognise and describe reversible changes <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</p> <ol style="list-style-type: none"> Observe chemical reactions and describe how we know new materials are made Investigate rusting reactions <p>...including changes associated with burning</p> <ol style="list-style-type: none"> Investigate burning reactions <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes</p>	<p>Earth and Space</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <ol style="list-style-type: none"> Explore the solar system and its planets Design a planet using knowledge gained <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <ol style="list-style-type: none"> Understand the heliocentric model of the solar system <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <ol style="list-style-type: none"> Explain the Earth's movement in Space Explain the Earth's rotation and night and day <p>Describe the movement of the Moon relative to the Earth</p> <ol style="list-style-type: none"> Explain the movement of the Moon <p>Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets</p>	<p>Living Things and their Habitats (Life Cycles & Reproduction)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <ol style="list-style-type: none"> Understand the life cycles of mammals Understand the life cycles of insects and amphibians Understand the life cycle of birds and reptiles <p>Research and present the life cycle of a creature</p> <p>Describe the life process of reproduction in some plants and animals</p> <ol style="list-style-type: none"> Understand the life process of a plant Know about the life and work of Jane Goodall and David Attenborough <p>Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p> <ul style="list-style-type: none"> ✓ Different animals mature at different rates and live to different ages. ✓ Some organisms reproduce sexually where offspring inherit information from both parents. 	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <ol style="list-style-type: none"> Explore gravity and the life and work of Isaac Newton <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <ol style="list-style-type: none"> Examine the connection between air resistance and parachutes Explore factors which affect and object's ability to resist water Investigate the effects of friction on different surfaces <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <ol style="list-style-type: none"> Investigate mechanisms – levers and pulleys <p>Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</p> <ul style="list-style-type: none"> ✓ Air resistance and water resistance are forces against motion caused by objects having to move air and water out of their way. 	<p>Animals inc. Humans</p> <p>Describe the changes as humans develop to old age</p> <ol style="list-style-type: none"> Identify the key stages of a mammal's life cycle Explore the gestation periods of mammals Learn about foetal development Investigate the hand span of different aged children Learn about the changes experienced during puberty Describe the changes humans may experience during adulthood and old age <p>Vocab decided alongside PSHE puberty topic. Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age</p>

	<p>be separated, including through filtering, sieving and evaporating</p> <p>6. Explore how mixtures could be separated by filtering, sieving, evaporating or magnets</p> <p><i>Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material</i></p> <ul style="list-style-type: none"> ✓ When two or more substances are mixed and remain present the mixture can be separated. ✓ Some changes can be reversed, and some cannot. ✓ Materials change state by heating and cooling. ✓ Separating technique – Difference in property required ✓ Filtration and sieving – A solid that does not dissolve in a liquid. Different sized solid bits ✓ Magnets – Some materials magnetic others not ✓ Evaporation – A solid dissolved in water and the solid has a high boiling temperature ✓ Floating – Some materials float, and others sink. <p>Linked texts: The Iron Man by Ted Hughes</p>	<p>associated the action of acid on bicarbonate of soda</p> <p>6. Investigate chemical reactions – acids and bicarbonate of soda</p> <p><i>Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material</i></p> <ul style="list-style-type: none"> ✓ All matter (including gas) has mass. ✓ Sometimes mixed substances react to make a new substance. These changes are usually irreversible. ✓ Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible. ✓ Indicators that something new has been made are: The properties of the material are different (colour, state, texture, hardness, smell, temperature) ✓ If it is not possible to get the material back easily it is likely that it is not there anymore and something new has been made (irreversible change) <p><i>Linked Text: George’s Marvellous Medicine by Roald Dahl</i></p>	<ul style="list-style-type: none"> ✓ Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over distance. ✓ Objects with larger masses exert bigger gravitational forces. ✓ Objects like planets, moons and stars spin. ✓ Smaller mass objects like planets orbit large mass objects like stars. ✓ Stars produce vast amounts of heat and light. ✓ All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars. <p>Linked Text: The Skies Above My Eyes by Charlotte Guillain & Yuval Zommer</p>	<ul style="list-style-type: none"> ✓ Some organisms reproduce asexually by making a copy of a single parent. ✓ Environmental change can affect how well an organism is suited to its environment. ✓ Different types of organisms have different lifecycles. <p>Linked Text: The Explorer by Katherine Rundell</p>	<ul style="list-style-type: none"> ✓ Friction is a force against motion caused by two surfaces rubbing against each other. ✓ Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move <p>Linked Text: Clockwork by Philip Pulman</p>	<p><i>appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</i></p> <ul style="list-style-type: none"> ✓ Different animals mature at different rates and live to different ages. ✓ Puberty is something we all go through, a process which prepares our bodies for being adults, and reproduction ✓ Hormones control these changes, which can be physical and/or emotional. <p>Linked Text: Hair in Funny Places by Babette Cole</p>
<p>Scientific Enquiry</p>	<p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> ▪ 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, taking repeat readings when appropriate. ▪ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ▪ Use test results to make predictions to set up further comparative and fair tests. ▪ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.. ▪ Identify scientific evidence that has been used to support or refute ideas or arguments. 					
<p>HISTORY</p>	<p>Off with her head!</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>		<p>Ground Breaking Greeks</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>			

	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>			<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Conduct a local history study.</p> <p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>		
<p>GEOGRAPHY</p>	<p>Off with her head! Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Investigating Our World Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Ground Breaking Greeks Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		
<p>RELIGIOUS EDUCATION</p>	<p>U2.1 What does it mean if Christians believe God is holy and loving?</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed 	<p>U2.8 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) 	<p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus' Incarnation into practice 	<p>U2.9 Why is the Torah so important to Jewish people?</p> <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) 	<p>U2.4 Christians and how to live: 'What would Jesus do?'</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives 	<p>U2.10 What matters most to Humanists and Christians?</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')



	<ul style="list-style-type: none"> Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	<p>in different ways in celebrating Christmas</p> <ul style="list-style-type: none"> Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers. 	<p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <ul style="list-style-type: none"> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	<ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view. 	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
PHYSICAL EDUCATION	<p>Rugby</p> <ul style="list-style-type: none"> gain possession by working as a team, and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	<p>Netball</p> <ul style="list-style-type: none"> gain possession by working as a team, and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	<p>Football</p> <ul style="list-style-type: none"> gain possession by working as a team, and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	<p>Hockey</p> <ul style="list-style-type: none"> gain possession by working as a team, and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	<p>Tennis</p> <ul style="list-style-type: none"> gain possession by working as a team, and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	<p>Athletics</p> <ul style="list-style-type: none"> controlled when taking off and landing combine running and jumping
	<p><u>Component Knowledge</u></p> <ul style="list-style-type: none"> Understand the principles of games Know the rules of games Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) 	<p><u>Component Knowledge</u></p> <ul style="list-style-type: none"> Understand the principles of games Know the rules of games Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) 	<p><u>Component Knowledge</u></p> <ul style="list-style-type: none"> Understand the principles of games Know the rules of games Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) 	<p><u>Component Knowledge</u></p> <ul style="list-style-type: none"> Understand the principles of games Know the rules of games Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) 	<p><u>Component Knowledge</u></p> <ul style="list-style-type: none"> Understand the principles of games Know the rules of games Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) 	<p><u>Component Knowledge</u></p> <ul style="list-style-type: none"> Timing and agility whilst moving at speed Ability to squad and extend over hips/ knees and ankles whilst moving Balance and strength to hold position/ pose
	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ✓ Space/ spread out/ compact ✓ Tactic/ strategy/ plan/ teamwork/ link play ✓ Rules/ of the game ✓ Principles of play ✓ Accuracy/ timing ✓ Evaluate/ respond 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ✓ Space/ spread out/ compact ✓ Tactic/ strategy/ plan/ teamwork/ link play ✓ Rules/ of the game ✓ Principles of play ✓ Accuracy/ timing ✓ Evaluate/ respond 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ✓ Space/ spread out/ compact ✓ Tactic/ strategy/ plan/ teamwork/ link play ✓ Rules/ of the game ✓ Principles of play ✓ Accuracy/ timing ✓ Evaluate/ respond 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ✓ Space/ spread out/ compact ✓ Tactic/ strategy/ plan/ teamwork/ link play ✓ Rules/ of the game ✓ Principles of play ✓ Accuracy/ timing ✓ Evaluate/ respond 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ✓ Space/ spread out/ compact ✓ Tactic/ strategy/ plan/ teamwork/ link play ✓ Rules/ of the game ✓ Principles of play ✓ Accuracy/ timing ✓ Evaluate/ respond 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ✓ Range of movement/ joint ✓ Squat/ restrict/ contract/ extend/ push ✓ Stride length/ cadence/ rhythm
				<p>Gymnastics</p> <ul style="list-style-type: none"> make complex extended sequences combine action, balance and shape perform consistently to different audiences 	<p>Dance</p> <ul style="list-style-type: none"> compose own dances in a creative way perform dance to an accompaniment dance shows clarity, fluency, accuracy and consistency 	



			<p><u>Component Knowledge</u></p> <ul style="list-style-type: none"> ○ Move in a controlled way ○ Include change of speed and direction in a sequence ○ Plan-do-review physical performance 	<p><u>Component Knowledge</u></p> <ul style="list-style-type: none"> ○ Know a number of dance moves and movements ○ Ability to reflect and adapt movement ○ Build, practise and perform routines ○ Co-ordination and balance whilst moving 		
			<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ✓ Sequence/ plan/ extend/ extended sequence ✓ Feedback/ advice/ coaching ✓ Combine/ combination/ co-ordinated/ simultaneous ✓ Plan/ Do/ Review 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ✓ Moves/ routines/ sequence/ sequencing ✓ Timing/ rhythm ✓ Mood/ emotion/ feelings/ representation/ Stimulus/ interpret ✓ Communicate/ communication ✓ Compose/ design/ create 		
<p>Physical Education: Evaluation of performance</p>	<ul style="list-style-type: none"> • identify something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last ○ Evaluate strengths and areas to improve ○ Recommend steps to improve ○ Begin to identify and understand external factors ○ Explain thoughts and share ideas ○ Actively listen to others' ideas 					
<p>PSHE</p>	<p>Being Me</p> <ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world 	<p>Growth</p> <ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa 	<p>Relationships</p> <ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Know some of the risks linked to misusing alcohol, including antisocial behaviour 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what perception means and that perceptions can be right or wrong

			<ul style="list-style-type: none"> Know ways that they can support young people in their own culture and abroad 		<ul style="list-style-type: none"> Know what makes a healthy lifestyle 	
Social and Emotional skills	<ul style="list-style-type: none"> Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others Appreciate the opportunities learning and education can give them 	<ul style="list-style-type: none"> Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Accept and respect themselves for who they are Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult
ART & DESIGN	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p>Tints, tones and shades (Art) Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Line, light and shadows (Art) Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Natures art (Art) Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Mixed media (Art) Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Expression (Art) Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>



Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Learn about great artists, architects and designers in history.

DESIGN & TECHNOLOGY

Off with her head!

Moving mechanisms (DT)
Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Investigate and analyse a range of existing products.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).

Critique, evaluate and test their ideas and products and the work of others.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Eat the seasons (DT)
Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Architecture (DT)
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Investigate and analyse a range of existing products.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Mixed media (Art)
Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.

COMPUTING

Systems and searching

- I can explain that computers can be connected together to form systems.
- I can recognise the role of computer systems in our lives.
- I can experiment with search engines.
- I can describe how search engines select results.
- I can explain how search results are ranked.
- I can recognise why the order of results is important, and to whom.

Introduction to Vector graphics

- I can identify that drawing tools can be used to produce different outcomes.
- I can create a vector drawing combining shapes.
- I can use tools to achieve a desired effect.
- I can recognise that vector drawings consist of layers.
- I can group objects to make them easier to work with.
- I can evaluate my vector drawing.

Selection in physical computing

- I can control a simple circuit connected to a computer.
- I can write a program that includes count-controlled loops.
- I can explain that a loop can stop when a condition is met, e.g. number of times.
- I can conclude that a loop can be used to repeatedly check whether a condition has been met.
- I can design a physical project that includes selection.
- I can create a controllable system that includes selection.

Flat-file databases

- I can use a form to record information.
- I can compare paper and computer-based databases.
- I can outline how grouping and then sorting data allows us to answer questions.
- I can explain that tools can be used to select specific data.
- I can explain that computer programs can be used to compare data visually.
- I can apply my knowledge of a database to ask and answer real-world questions.

Video Production

- I can recognise video as moving pictures, which can include audio.
- I can identify digital devices that can record video.
- I can capture video using a digital device.
- I can recognise the features of an effective video.
- I can identify that video can be improved through reshooting and editing.
- I can consider the impact of the choices made when making and sharing a video.

Selection in quizzes

- I can explain how selection is used in computer programs.
- I can relate that a conditional statement connects a condition to an outcome.
- I can explain how selection directs the flow of a program.
- I can design a program which uses selection.
- I can create a program which uses selection.
- I can evaluate my program.

MFL (FRENCH)

Do you have a pet?

- revise 8 common pets in French with their determiners.
- say 'I have a pet' in French.

The House of Tudor.

- listen attentively to a longer piece of French and learn how to decode language by looking out for cognates.

What is the date?

- say the 7 days of the week in French.
- say the 12 months of the year in French.
- say numbers 1-31 in French.

The Weather.

- new vocabulary for describing the weather in French.
- to recall, say and write the weather expressions from memory.

Clothes.

- 10 nouns for items of clothing and their determiners.
- 11 more nouns for items of clothing and their determiners.

Olympics.

- to listen attentively to longer passages in French and improve my decoding skills.
- to understand more of what I hear and read using story ordering to



	<ul style="list-style-type: none"> say what my pet is called in French. say what pet I do not have in French. integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work. 	<ul style="list-style-type: none"> decode a French text by looking out for verbs, adjectives and nouns. find particular words in longer texts based on the key facts of Henry VIII and his 6 wives in French. consolidate the language and text from last week, completing a true/false activity on Henry's wives. demonstrate my new knowledge with a storyboard and a presentation to the class. 	<ul style="list-style-type: none"> ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?). ask and answer the question 'C'est quand ton anniversaire?' (When is your birthday?) 	<ul style="list-style-type: none"> to improve my listening decoding skills. to read a weather map in French and describe weather in different parts of the country. to use all my new knowledge to present a weather forecast in French. 	<ul style="list-style-type: none"> how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing. more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French. to use all my new knowledge in French to describe what I am packing in my suitcase for a holiday. 	<p>help me decode unknown language.</p> <ul style="list-style-type: none"> 10 Olympic sports with the correct determiners. how to say I do and I do not do a particular sport using the verb 'faire' (to do) in French. that adjectives can change spelling in French depending on the gender of the object being described.
MUSIC	<u>How does music bring us together?</u>	<u>How does music connect us with our past?</u>	<u>How does music improve our world?</u>	<u>How does music teach us about our community?</u>	<u>How does music shape our way of life?</u>	<u>How does music connect us with the environment?</u>
Musical Focus	<ul style="list-style-type: none"> Getting started with music tech 	<ul style="list-style-type: none"> Emotions and musical styles 	<ul style="list-style-type: none"> Exploring key and time signatures 	<ul style="list-style-type: none"> Introducing chords 	<ul style="list-style-type: none"> Words, meaning and expression 	<ul style="list-style-type: none"> Identifying important musical elements
Area 1 - Listening and Responding to Music						
Understanding and using musical language	To demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.					
Understanding & identifying connections between music & our feelings	To identify and describe a variety of contrasting feelings as they relate to music.					
Understanding & identifying musical styles and the socio-historical connections & context of music	To demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.					
Area 2 – Understanding and using the Language of Music						
Composing and Improvising						
Understanding and applying the concepts	To make an informed decision as to which notes and expression to use when composing and improvising with the song.					
Creating melody according to guidelines	To create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.					
Following instrumental parts in a group performance	When playing instrumental parts with the song, to follow the instrumental part on the screen. To play securely – by ear or with the notation provided. (To aim to be able to read at least the simplest part of the piece).					
Area 3 – Developing Performance Awareness and Skills						
Feeling the pulse / beat	To demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.					
Understanding the importance of posture and technique when performing	To demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.					
Rehearsing and performing	When planning, rehearsing, introducing and performing the song:					
Reflecting upon preparation and the context of the piece itself	To introduce the performance with context and understanding of the song, the learning process and any other relevant connections.					
Connecting to the social theme	To understand and make connections between the music encountered and the Social Theme.					
Understanding and applying learning from the Musical Spotlight	To understand and apply learning from the Musical Spotlight.					