



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PROJECT</b>	Britain at War		Darwin's Delights		Maafa	
<b>ENRICHMENT OPPORTUNITIES</b>	Visit to Imperial War museum/Visiting Workshop		Natural History Museum		Slavery Museum Liverpool	
<b>READING Decoding</b>	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cue.					
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. <i>(Evidenced in vocabulary session of weekly GR)</i>					
<b>Vocabulary</b>	<p>Explore the meaning of increasingly ambitious words with the help of context.</p> <p>Explore the meaning of increasingly ambitious words with the help of dictionaries.</p> <p>Relate new vocabulary explicitly to known vocabulary.</p>					
<b>Retrieval</b>	<p>Sift the relevant information from the irrelevant and distinguish between fact and opinion, bias and objectivity.</p> <p>Show my understanding through presentations and debates.</p>					
<b>Inference</b>	<p>Effectively select sentences, phrases and relevant information to convincingly justify my opinions.</p> <p>Select pertinent quotations to support my own opinions.</p> <p>Use point, evidence explain, evaluate.</p> <p>Differentiate between fact and opinion in media texts, detect bias, stereotyping.</p>					
<b>Prediction</b>	Predict what might happen in increasingly complex texts referring directly to evidence from the text.					
<b>Book Spine</b>	Malamander	Once  Poems of The Second World War	Romeo and Juliet/Twelfth Night  Forest of Doom	Primary: The Bad Beginning Secondary: The Silver Chair	Freedom/Windrush Child  A Caribbean Dozen	Can You See Me?
<b>Summary</b>	Summarise ideas, events and information throughout a text and across topics in both fiction and non-fiction texts.					
<b>Author Intent</b>	<p>Describe how the author has used personification or alliteration to create stronger images.</p> <p>Identify the techniques the author has used to create moods, feelings, messages and attitudes.</p> <p>Explore how the author's use of a range of figurative language enhances the narrative.</p> <p>Recognise the need for the author to manipulate narrative, pace and setting to reflect mood.</p> <p>Explain how choice of language enables the development of meaning beyond the literal.</p> <p>Show awareness of the authors ability to convey feelings through a series of images rather than direct statements.</p>					
<b>Discuss it</b>	Discuss Irony and its effects					
<b>WRITING Grammar</b>	<p>Revision of basic sentence punctuation (including statements, questions, exclamations and commands) and nouns (including proper nouns)</p> <p>I can use a wide range of punctuation accurately and consistently (question marks, exclamation marks, commas in lists and to separate clauses, colons before lists, inverted commas, brackets)</p> <p>I can use suffixes to convert from one word class to another (e.g. -ate, -ise, -ify, -ness, -ment, -ful, -ous)</p> <p><u>Noun Phrases and pronouns to replace both nouns and noun phrases</u></p> <p>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)</p>	<p>Verbs, clauses and phrases</p> <p>Using conjunctions and commas to connect clauses and phrases (including relative clauses and parenthesis)</p> <p>I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways</p> <p>Revision of simple, progressive and perfect verb tenses</p> <p>I can use a range of verb forms (including the perfect form) to develop meaning and maintain appropriate tense choices</p> <p>Modal verbs and adverbs of possibility</p> <p>I can use modal verbs or adverbs to show how possible something is (e.g. may/could/ought, nearly/definitely/always)</p>	<p>Revise rules of Standard English</p> <p>I know and follow the rules of Standard English (subject-verb agreement, consistency of tense, avoidance of slang outside of speech, avoidance of double negatives, avoidance of adjectives as adverbs (e.g. "He runs quick" rather than quickly)</p> <p>Using active and passive voice</p> <p>I can use passive verbs in a sentence (e.g. 'The flag was raised by the dark knight') but be judicious in when leaving out the object makes the sentence less clunky ('All of the cookies were soon eaten' being smoother than 'All of the cookies were soon eaten by us')</p> <p>Direct and reported speech I can use direct and reported speech accurately (e.g. 'The teacher explained what they had to do.' And "Here's what you have to do," explained the teacher.)</p> <p>Word classes revision/ Rhyme/Syllable counts</p>	<p>Using Hyphens</p> <p>I can use hyphens to avoid confusion (e.g. 'The best-dressed dancers win a special award.')</p> <p>Colons for lists and elaboration/explanation</p> <p>Semicolons to connect related independent clauses</p> <p>Dashes before elaboration/explanation and for parenthesis (less formal)</p> <p>I can use semicolons, colons or dashes between clauses and colons before a list. I know which one is best, depending on tone and sentence structure.</p> <p>Relative clauses revision</p> <p>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</p>	<p>Using vocabulary and structures for formal writing (including subjunctive form)</p> <p>I can recognise vocabulary and structures appropriate for formal writing (including subjunctive) (e.g. 'Furthermore, the doctor recommends he be given two aspirin per day. Were I to advise further, I might prescribe he also be treated to a large dose of fresh air.'</p> <p>I can use ellipsis for effect</p> <p>(e.g. 'I'm not sure I want to.....' he stammered. / 'I love peppers, but....they don't exactly love me back' / 'They were stuck there.....')</p>	<p>Sentence types:</p> <p>Simple sentences</p> <p>Compound sentences</p> <p>Complex sentences</p> <p>Short sentences</p> <p>Exclamatory sentences</p> <p>Conditional sentences</p> <p>Suspended sentences</p> <p>Incomplete sentences</p> <p>Questions</p> <p>Rhetorical questions</p> <p>Balanced sentences</p>





<p>Writing Outcome 1</p>	<p><b>Short stories with flashbacks</b></p> <p>I can write my own short narrative using paragraphs to structure and pace the ideas and use a range of techniques to indicate the passage of time.</p>	<p><b>First Person Story</b></p> <p>I can write in the first person, using a variety of tenses, creating suspense in a historical setting <b>(WW1/2)</b></p> <p><b>I can write a moving war poem</b></p>	<p><b>Extending narrative</b></p> <p>I can produce a story with several chapters that link together to make a quest adventure.</p> <p><b>Possible outcome:</b> Fighting Fantasy style story. Second person; choice of story direction; planned with flowchart</p>	<p><b>Author and texts</b></p> <p>I can write in the style of a particular author.</p> <p><b>Possible outcome:</b> Lemony Snicket/C.S.Lewis (commentary on story, explanation of vocabulary within story, judgemental narrator)</p>	<p><b>Fiction Genres</b></p> <p>I can choose a fiction genre then plan, draft, write and evaluate a full story in this genre.</p> <p><b>Possible outcome:</b> spine-chiller</p>	<p><b>Historical Writing</b></p> <p>I can write a diary entry faithful in style and content to that of a particular era</p>
<p>Writing Outcome 2</p>	<p><b>Journalistic writing</b></p> <p>I can write a news report about an explored incident.</p> <p>I can slant my writing editorially</p> <p>I can use newspaper devices such as present tense headline without determiners, present perfect first sentence, ellipses/dash and fragmented quote in caption, direct and indirect speech</p>	<p><b>Arguments</b></p> <p>I can write a one-sided argument.</p> <p>I can write a balanced discussion to suit a purpose and audience.</p>	<p><b>Shakespearean Play</b></p> <p>I can retell part of a known story in the form of a playscript</p> <p>I can use well-chosen Shakespearean language to alter the era and atmosphere of the story.</p> <p>Alternative: part of a well-known story as a sonnet</p>	<p><b>Formal/persuasive writing</b></p> <p>I can research, prepare, plan, draft, refine and present a virtual tour of Holy Trinity School.</p>	<p><b>Biography and autobiography</b></p> <p>I can write biographies and autobiographies (own or simulated).</p> <p><b>Imagery Poems</b></p> <p>I can write personification poems.</p> <p>I can use surreal, surprising and amusing imagery in my poems.</p>	<p><b>Finding a voice</b></p> <p>I can write a poem in response to an issue.</p> <p>I can include language play and can shape my ideas for affect.</p>
<p><b>MATHEMATICS</b></p>	<p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>Round any whole number to a required degree of accuracy</li> <li>Use negative numbers in context, and calculate intervals across zero</li> <li>Solve number and practical problems that involve all of the above</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places</li> <li>Multiply one digit numbers with up to two decimal places by whole numbers</li> <li>Use written division methods in cases where the answer has up to two decimal places</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul> <p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Multiply multi-digit numbers up to 4 digits by a two digit whole number using the formal written method of long multiplication</li> <li>Divide numbers up to 4 digits by a two digit whole number using the formal written method of long division, and interpret remainders as whole number remainders,</li> </ul>	<p><b>Fractions, Decimals &amp; Percentages</b></p> <ul style="list-style-type: none"> <li>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>Compare and order fractions, including fractions &gt; 1</li> <li>Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example 3/8)</li> <li>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ul> <p><b>Geometry: Angles</b></p> <ul style="list-style-type: none"> <li>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul> <p><b>Geometry: Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>Draw 2D shapes using given dimensions and angles</li> <li>Recognise, describe and build simple 3D shapes, including making nets</li> <li>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>Illustrate and name parts of circles, including radius, diameter and circumference and know</li> </ul>	<p><b>Fractions: Calculating</b></p> <ul style="list-style-type: none"> <li>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>)</li> <li>Divide proper fractions by whole numbers (for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>)</li> </ul>	<p><b>Ratio &amp; Proportion</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison</li> <li>Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b>Measurement: Converting Units</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</li> <li>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>Convert between miles and kilometres</li> </ul> <p><b>Measurement: Area &amp; Volume</b></p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>Calculate and interpret the mean as an average</li> </ul> <p>Targeted Revision SATs</p>	<p>Review of all objectives from across the year</p> <ul style="list-style-type: none"> <li>Place Value</li> <li>Multiplication &amp; Division</li> <li>Fractions, Decimals &amp; Percentages</li> <li>Geometry</li> <li>Measurement</li> <li>Algebra</li> </ul> <p>Problem Solving</p>

	<p>fractions, or by rounding, as appropriate for the cohort</p> <ul style="list-style-type: none"> <li>• Divide numbers up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>• Perform mental calculations, including with mixed operations and large numbers</li> <li>• Identify common factors, common multiples and prime numbers</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• Solve problems involving addition, subtraction, multiplication and division</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> </ul> <p>Geometry: Position &amp; Direction</p> <ul style="list-style-type: none"> <li>• Describe positions on the full coordinate grid (all four quadrants)</li> </ul> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>	<p>that the diameter is twice the radius</p> <p><b>Addition, Subtraction, Multiplication &amp; Division</b></p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p>		<ul style="list-style-type: none"> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes</li> <li>• Calculate the area of parallelograms and triangles</li> <li>• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units (for example, mm<sup>3</sup> and km<sup>3</sup>).</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Use simple formulae</li> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> <li>• Find pairs of numbers that satisfy an equation with two unknowns</li> </ul> <p>Enumerate possibilities of combinations of two variables</p>		
<p><b>SCIENCE</b></p>	<p><b>Evolution and Inheritance</b></p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <ol style="list-style-type: none"> <li>1. Understand how offspring vary and are not identical to their parents</li> </ol> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <ol style="list-style-type: none"> <li>2. Learn about animal adaptations</li> <li>3. Learn about plant adaptations</li> </ol> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ol style="list-style-type: none"> <li>4. Explore what we can learn from fossils</li> </ol>	<p><b>Living Things and their Habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ol style="list-style-type: none"> <li>1. Classify living things</li> <li>3. Describe the work of Carl Linnaeus</li> <li>4. Identify different classes of vertebrates</li> <li>5. Explore soil habitats</li> <li>6. Describe different types of fungi</li> </ol> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <ol style="list-style-type: none"> <li>2. Explore the kingdoms of life</li> </ol> <p><i>Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects,</i></p>	<p><b>Electricity</b></p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <ol style="list-style-type: none"> <li>1. Describe the parts of an electric circuit</li> </ol> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <ol style="list-style-type: none"> <li>1. Explore voltage and its effect on an electrical circuit</li> <li>2. Apply knowledge to identify and correct problems in a circuit</li> </ol> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ol style="list-style-type: none"> <li>3. Investigate what affects the output of a circuit</li> </ol>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines</p> <ol style="list-style-type: none"> <li>1. Explore how light travels</li> </ol> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <ol style="list-style-type: none"> <li>2. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> </ol> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <ol style="list-style-type: none"> <li>3. Explore reflection and explain how it can be used to help us see</li> <li>6. Investigate how we see objects</li> </ol>	<p><b>Animals inc. Humans (The Body)</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ol style="list-style-type: none"> <li>1. Understand the function of the heart and its role in the circulatory system</li> <li>2. Identify and compare blood vessels</li> <li>3. Explore blood</li> </ol> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <ol style="list-style-type: none"> <li>4. Learn how the body transports water and nutrients</li> </ol> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function</p> <ol style="list-style-type: none"> <li>5. Investigate what affects your heart rate</li> </ol>	<p>Catch-up / consolidation / filling the gaps</p>

	<p>5. Explore the theory of evolution</p> <p>6. Explore human evolution</p> <p><i>Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils</i></p> <p>✓ Life cycles have evolved to help organisms survive to adulthood.</p> <p>✓ Over time the characteristics that are most suited to the environment become increasingly common.</p> <p>NB: The following could be duplicated in Year 6 Living things and their habitats.</p> <p>✓ Organisms best suited to their environment are more likely to survive long enough to reproduce. Organisms are best adapted to reproduce are more likely to do so.</p> <p>✓ Organisms reproduce and offspring have similar characteristic patterns.</p> <p>✓ Variation exists within a population (and between offspring of some plants)</p> <p>✓ Competition exists for resources and mates</p> <p>Linked Text: The Mollie Bird by Jules Pottle</p>	<p><i>spiders, snails, worms, flowering and non-flowering</i></p> <p>✓ Variation exists within a population (and between offspring of some plants) – NB: this Key Idea is duplicated in Year 6 Evolution and Inheritance.</p> <p>✓ Organisms best suited to their environment are more likely to survive long enough to reproduce.</p> <p>✓ Organisms are best adapted to reproduce are more likely to do so.</p> <p>✓ Organisms reproduce and offspring have similar characteristic patterns.</p> <p>✓ Competition exists for resources and mates.</p> <p>Linked Texts: The Bacteria Book: Gross Germs, Vile Viruses, and Funky Fungi Steve Mould</p>	<p>4. Build a set of traffic lights</p> <p>5. Apply knowledge of conductors and insulators</p> <p><i>Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage - NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably</i></p> <p>✓ Batteries are a store of energy. This energy pushes electricity round the circuit. When the battery's energy is gone it stops pushing. Voltage measures the 'push.'</p> <p>✓ The greater the current flowing through a device the harder it works.</p> <p>✓ Current is how much electricity is flowing round a circuit.</p> <p>✓ When current flows through wires heat is released. The greater the current, the more heat is released.</p> <p>Linked Text: Goodnight Mister Tom by Michelle Magorian</p>	<p><b>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</b></p> <p>4. Investigate how shadows can change</p> <p>5. Investigate how we can show why shadows have the same shape as the object that casts them</p> <p><i>As for year 3 plus straight lines, light rays.</i></p> <p>✓ Animals see light sources when light travels from the source into their eyes.</p> <p>✓ Animals see objects when light is reflected off that object and enters their eyes.</p> <p>✓ Light reflects off all objects (unless they are black). Non shiny surfaces scatter the light, so we do not see the beam.</p> <p>✓ Light travels in straight lines.</p> <p>Linked Text: The Viewer by Gary Crew</p>	<p>6. Learn about the impact of drugs and alcohol on the body</p> <p><i>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle</i></p> <p>✓ The heart pumps blood around the body.</p> <p>✓ Oxygen is breathed into the lungs where it is absorbed by the blood.</p> <p>✓ Muscles need oxygen to release energy from food to do work. (Oxygen is taken into the blood in the lungs; the heart pumps the blood through blood vessels to the muscles; the muscles take oxygen and nutrients from the blood.)</p> <p>Linked Texts: Pigheart Boy by Malorie Blackman</p>	
<p><b>Scientific Enquiry Skills</b></p>	<p><b><u>Pupils will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>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.</li> </ul> <p><b>Identify scientific evidence that has been used to support or refute ideas or arguments</b></p>					
<p><b>HISTORY</b></p>	<p><b>Britain at war</b></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>Conduct a local history study.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>		<p><b>Maafa</b></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>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</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><b>GEOGRAPHY</b></p>	<p><b>Britain at war</b> 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><b>Our changing world</b> <b>Darwin’s Delights</b> <b>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</b></p> <p>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>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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><b>Maafa</b> 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><b>Frozen Kingdom</b> 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>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</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>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			
<p><b>RELIGIOUS EDUCATION</b></p>	<p><b>Creation and Science</b></p> <p>Glos. Syllabus Unit U2.2 Identify what type of text some Christians say Genesis 1 is, and its purpose</p> <ul style="list-style-type: none"> <li>• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</li> <li>• Make clear connections between Genesis 1 and Christian belief about God as Creator</li> <li>• Show understanding of why many Christians find science and faith go together</li> <li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</li> <li>• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</li> </ul>	<p>Why do some people believe in God and others not?]</p> <p>Glos. Syllabus Unit U2. 11</p> <p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <ul style="list-style-type: none"> <li>• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>• Give examples of reasons why people do or do not believe in God</li> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> <li>• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>• Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul>	<p>Hinduism-Why do Hindus try to be good?</p> <p>Glos. Syllabus Unit U2.7 Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p> <ul style="list-style-type: none"> <li>• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> <li>• Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>• Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li>• Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> <li>• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>	<p>What do Christians believe Jesus did to save people?</p> <p>Glos. Syllabus Unit U2.5 Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</p> <ul style="list-style-type: none"> <li>• Explain what Christians mean when they say that Jesus' death was a sacrifice</li> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</li> <li>• Show how Christians put their beliefs into practice in different ways</li> <li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>• Articulate their own responses to the idea of sacrifice, recognising different points of view</li> </ul>	<p>For Christians, what kind of king is Jesus?</p> <p>Glos. Syllabus Unit U2.6 Explain connections between biblical texts and the concept of the kingdom of God</p> <ul style="list-style-type: none"> <li>• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretation</li> <li>• Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>• Show how Christians put their beliefs into practice in different ways</li> <li>• Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</li> <li>• Articulate their own responses to the idea of the importance of love and service in the world today.</li> </ul>	<p>How does faith help people when life gets hard?</p> <p>Glos. Syllabus Unit U2.12 Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <ul style="list-style-type: none"> <li>• Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> <li>• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>• Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives</li> <li>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> </ul>
<p><b>PHYSICAL EDUCATION</b></p>	<p><b>Functional Movement and Rugby</b></p> <ul style="list-style-type: none"> <li>• agree and explain rules to others</li> <li>• work as a team and communicate a plan</li> </ul> <p>lead others in a game situation when the need arises</p> <p>Can begin to identify next steps for improvement</p>	<p><b>General Hand-Eye Co-ordination/Basketball/ Netball</b></p> <ul style="list-style-type: none"> <li>• agree and explain rules to others</li> <li>• work as a team and communicate a plan</li> </ul> <p>lead others in a game situation when the need arises</p> <p>Can begin to identify next steps for improvement</p>	<p><b>Foot-Eye Co-ordination/ Football and Gymnastics</b></p> <ul style="list-style-type: none"> <li>• agree and explain rules to others</li> <li>• work as a team and communicate a plan</li> </ul> <p>lead others in a game situation when the need arises</p> <ul style="list-style-type: none"> <li>• combine own work with that of others</li> </ul> <p>sequences to specific timings</p>	<p><b>Hand-Eye Co-ordination – hitting (along the floor)/Hockey and Dance</b></p> <ul style="list-style-type: none"> <li>• agree and explain rules to others</li> <li>• work as a team and communicate a plan</li> </ul> <p>lead others in a game situation when the need arises</p> <ul style="list-style-type: none"> <li>• combine own work with that of others</li> </ul> <p>sequences to specific timings</p>	<p><b>Hand-Eye Co-ordination – hitting (airborne): Cricket/Tennis/Rounders</b></p> <ul style="list-style-type: none"> <li>• agree and explain rules to others</li> <li>• work as a team and communicate a plan</li> </ul> <p>lead others in a game situation when the need arises</p>	<p><b>Athletics, Swimming and Outdoor Education</b></p> <ul style="list-style-type: none"> <li>• agree and explain rules to others</li> <li>• work as a team and communicate a plan</li> </ul> <p>lead others in a game situation when the need arises</p> <p>demonstrate stamina and increase strength</p>





			Can begin to identify next steps for improvement	<ul style="list-style-type: none"> <li>develop sequences in a specific style</li> </ul> choose own music and style		
<b>Component knowledge</b>	<ul style="list-style-type: none"> <li>Understand the principles of games</li> <li>Know the rules of games</li> <li>Game understanding</li> </ul> Effective communication skills	<ul style="list-style-type: none"> <li>Understand the principles of games</li> <li>Know the rules of games</li> <li>Game understanding</li> </ul> Effective communication skills	<ul style="list-style-type: none"> <li><b>Football:</b></li> <li>Understand the principles of games</li> <li>Know the rules of games</li> <li>Game understanding</li> <li>Effective communication skills</li> <li></li> <li></li> <li><b>Gymnastics:</b></li> <li>Move in a controlled way</li> <li>Include change of speed and direction in a sequence</li> </ul> Plan-do-review physical performance  Sequence/ plan/ extend/ extended sequence  Feedback/ advice/ coaching  Combine/ combination/ co-ordinated/ simultaneous  Plan/ Do/ Review  Observe/ critique	<b>Hockey:</b> <ul style="list-style-type: none"> <li>Understand the principles of games</li> <li>Know the rules of games</li> <li>Game understanding</li> </ul> Effective communication skills  <b>Dance:</b> <ul style="list-style-type: none"> <li>Knowledge of various dance styles</li> </ul> Ability to sequence dance moves	<ul style="list-style-type: none"> <li>Understand the principles of games</li> <li>Know the rules of games</li> <li>Game understanding</li> <li>Effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Understand the principles of games</li> <li>Know the rules of games</li> <li>Game understanding</li> <li>Effective communication skills</li> <li><b>Athletics:</b></li> <li>Balance and strength to hold position/ pose</li> <li>Increased strength across a range of joints</li> </ul> Developed effective running techniques and cadence for running greater distances
<b>Key Vocabulary</b>	Tactic/ strategy/ plan/ teamwork/ link play  Principles of play  Evaluate/ respond  Communicate/ communication  Leadership/ captain	Tactic/ strategy/ plan/ teamwork/ link play  Principles of play  Evaluate/ respond  Communicate/ communication  Leadership/ captain	Sequence/ plan/ extend/ extended sequence  Feedback/ advice/ coaching  Combine/ combination/ co-ordinated/ simultaneous  Plan/ Do/ Review  Observe/ critique	Moves/ routines/ sequence/ sequencing  Mood/ emotion/ feelings/ representation/ Stimulus/ interpret  Compose/ design/ create  Style/ genre	Tactic/ strategy/ plan/ teamwork/ link play  Principles of play  Evaluate/ respond  Communicate/ communication  Leadership/ captain	Tactic/ strategy/ plan/ teamwork/ link play  Principles of play  Evaluate/ respond  Communicate/ communication  Leadership/ captain  <b>Athletics:</b> Observe  Remember/ recall/ order  External factor/ external stimulus/ external stimuli  Strength/ area to improve/ improvement plan/ target  Explain/ justify

						Coach/ coaching Self-analyse/ critique
<p>PSHE</p> <p><b>Units and Knowledge</b></p>	<p><b>Growth</b></p> <ul style="list-style-type: none"> <li>Know their own learning strengths</li> <li>Know what their classmates like and admire about them</li> <li>Know a variety of problems that the world is facing</li> <li>Know some ways in which they could work with others to make the world a better place</li> <li>Know what the learning steps are they need to take to achieve their goal</li> <li>Know how to set realistic and challenging goals</li> </ul>	<p><b>Being Me</b></p> <ul style="list-style-type: none"> <li>Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>Know about the lives of children in other parts of the world</li> <li>Know that personal choices can affect others locally and globally</li> <li>Know that people can hold power over others individually or in a group</li> <li>Know that power can play a part in a bullying or conflict situation</li> <li>Know how to set goals for the year ahead</li> <li>Understand what fears and worries are</li> <li>Understand that their own choices result in different consequences and rewards</li> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> <li>Know why some people choose to bully others</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>Know how being physically attracted to someone changes the nature of the relationship</li> <li>Know the importance of self-esteem and what they can do to develop it</li> </ul> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Know that there are different perceptions of 'being normal' and where these might come from</li> <li>Know that difference can be a source of celebration as well as conflict</li> <li>Know that being different could affect someone's life</li> <li>Know that people with disabilities can lead amazing lives</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Know how to take responsibility for their own health</li> <li>Know what it means to be emotionally well</li> <li>Know how to make choices that benefit their own health and well-being</li> <li>Know about different types of drugs and their uses</li> <li>Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>Know that stress can be triggered by a range of things</li> <li>Know that being stressed can cause drug and alcohol misuse</li> <li>Know that some people can be exploited and made to do things that are against the law</li> <li>Know why some people join gangs and the risk that this can involve</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Know that it is important to take care of their own mental health</li> <li>Know ways that they can take care of their own mental health</li> <li>Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>Know that sometimes people can try to gain power or control them</li> <li>Know some of the dangers of being 'online'</li> </ul> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
<p>PSHE Social and Emotional Skills</p>	<ul style="list-style-type: none"> <li>Understand why it is important to stretch the boundaries of their current learning</li> <li>Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul>	<ul style="list-style-type: none"> <li>Know own wants and needs</li> <li>Be able to compare their life with the lives of those less fortunate</li> <li>Demonstrate empathy and understanding towards others</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways they can develop their own self-esteem</li> <li>Can express how they feel about the changes that will happen to them during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Empathise with people who are different and be aware of my own feelings towards them</li> <li>Identify feelings associated with being excluded</li> </ul>	<ul style="list-style-type: none"> <li>Are motivated to care for their own physical and emotional health</li> <li>Suggest strategies someone could use to avoid being pressured</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>Can help themselves and others when worried about a mental health problem</li> </ul>

	<ul style="list-style-type: none"> <li>• Empathise with people who are suffering or living in difficult situations</li> <li>• Set success criteria so that they know when they have achieved their goal</li> <li>• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate attributes of a positive role-model</li> <li>• Can take positive action to help others</li> <li>• Be able to contribute towards a group task</li> <li>• Know what effective group work is</li> <li>• Know how to regulate my emotions</li> <li>• Be able to make others feel welcomed and valued</li> <li>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>• Identify different feelings of the bully bullied and bystanders in a bullying scenario</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Can celebrate what they like about their own and others' self-image and body image</li> </ul> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>	<ul style="list-style-type: none"> <li>• Be able to recognise when someone is exerting power negatively in a relationship</li> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>• Appreciate people for who they are</li> <li>• Show empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Can use different strategies to manage stress and pressure</li> <li>• Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• Identify ways that someone who is being exploited could help themselves</li> <li>• Recognise that people have different attitudes towards mental health/illness</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• Can resist pressure to do something online that might hurt themselves or others</li> </ul> <p>Can take responsibility for their own safety and well-being</p>
<p><b>ART &amp; DESIGN</b></p>	<p><b>Distortion and abstraction (Art)</b> 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>Learn about great artists, architects and designers in history.</p>	<p><b>Bees, beetles and butterflies (Art)</b> 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>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>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>Learn about great artists, architects and designers in history.</p>	<p><b>Trailblazers, barrier breakers (Art)</b> 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>Learn about great artists, architects and designers in history.</p>	<p><b>Tints, tones and shades (Art)</b> 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><b>DESIGN &amp; TECHNOLOGY</b></p>	<p><b>Make do and mend (DT) (Companion to Britain at War)</b> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p>			<p><b>Food for life (DT)</b> Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>		



					<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>Frozen Kingdom</b> <b>Engineer (DT)</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	
<b>COMPUTING</b>	<p><b>Communication and collaboration</b></p> <ul style="list-style-type: none"> <li>- I can identify how to use a search engine.</li> <li>- I can describe how search engines select results.</li> <li>- I can explain how search results are ranked.</li> <li>- I can recognise why the order of results is important and to whom.</li> <li>- I can recognise how we communicate using technology.</li> </ul> <p>I can evaluate different methods of online communication.</p>	<p><b>Web Page Creation</b></p> <ul style="list-style-type: none"> <li>- I can review an existing website and consider its structure.</li> <li>- I can plan the features of a web page.</li> <li>- I can consider the ownership and use of images (copyright).</li> <li>- I can recognise the need to preview pages.</li> <li>- I can outline the need for a navigation path.</li> </ul> <p>I can recognise the implications of linking the content owned by other people.</p>	<p><b>Variables in games</b></p> <ul style="list-style-type: none"> <li>- I can define a 'variable' as something that is changeable.</li> <li>- I can explain why a variable is used in a program.</li> <li>- I can choose how to improve a game by using variables.</li> <li>- I can design a project that builds on a given example.</li> <li>- I can use my design to create a project.</li> <li>- I can evaluate my project.</li> </ul>	<p><b>Introduction to spreadsheets</b></p> <ul style="list-style-type: none"> <li>- I can identify questions which can be answered using data.</li> <li>- I can explain that objects can be described using data.</li> <li>- I can explain that formula can be used to produce calculated data.</li> <li>- I can apply formulas to data, including duplicating.</li> <li>- I can create a spreadsheet to plan an event.</li> </ul> <p>I can choose suitable ways to present data.</p>	<p><b>3D Modelling</b></p> <ul style="list-style-type: none"> <li>- I can use a computer to create and manipulate three-dimensional (3D) digital objects.</li> <li>- I can compare working digitally with 2D and 3D graphics.</li> <li>- I can construct a digital 3D model of a physical object.</li> <li>- I can identify that physical objects can be broken down into a collection of 3D shapes.</li> <li>- I can design a digital model by combining 3D objects.</li> </ul> <p>I can develop and improve a digital 3D model.</p>	<p><b>Sensing Movement</b></p> <ul style="list-style-type: none"> <li>- I can create a program to run a controllable device.</li> <li>- I can explain that selection can control the flow of a program.</li> <li>- I can update a variable with a user input.</li> <li>- I can use a conditional statement to compare a variable to a value.</li> <li>- I can design a project that uses inputs and outputs on a controllable device.</li> </ul> <p>I can develop a program to use inputs and outputs on a controllable device.</p>
<b>MFL (FRENCH)</b>	<p>Language Angels Progressive Level: A l'école Le Week-end</p>	<p>Language Angels Progressive Level: La Seconde Guerre Mondiale Manger Et Bouger</p>	<p>Language Angels Progressive Level: Les Planetes Les Habitats</p>	<p>Language Angels Progressive Level: Les Verbes Reguliers Les Verbes Irreguliers</p>	<p>Language Angels Progressive Level: Moi dans le Monde</p>	<p>Language Angels Progressive Level: Les Vikings</p>
<b>Music</b>	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
<b>Musical Focus</b>	<ul style="list-style-type: none"> <li>• Developing melodic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding structure and form</li> </ul>	<ul style="list-style-type: none"> <li>• Gaining confidence through performance</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring notation further</li> </ul>	<ul style="list-style-type: none"> <li>• Using chords and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting each other through composition</li> </ul>
<b>Charanga Scheme</b>	"Happy"	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind and Replay

