Year 5/6 Curriculum Overview

	(2022/2023) Cycle A – Objectives			**(2023/2024) Cycle B** – Objectives		
	Britain at War (Friend or Foe, Anne Frank, War horse)	Lights, Camera, Action! (Stormbreaker)	Raging Rivers	Ancient Greece (Theras)	Local History – The Black Country (Boyhood Tales of Burglar Bill)	I'm year 5/6, Get me out of here! (Holes)
English	Narrative Information text (non-chronological report) Poetry Comparative Persuasive *Relative clauses, relative pronoun* *Commas to clarify meaning or avoid ambiguity* *Synonyms & antonyms* Instructions *brackets, dashes or commas for parenthesis* *Semi-colon, colon and dash to mark boundary between independent clauses* *Colon to introduce a list and semi-colon within lists* *Hyphens for ambiguity* Newspaper report *Formal and informal speech* *Passive* Poetry Persuasion *Subjunctive forms*	Diary Instructions Character Description Newspaper Comparative Narrative *Relative clauses, relative pronoun* *Commas to clarify meaning or avoid ambiguity* *Synonyms & antonyms* Newspaper report *Formal and informal speech* *Passive* *Subjunctive* Biography Information text *Semi-colon, colon and dash to mark boundary between independent clauses* *Colon to introduce a list and semi-colon within lists* *Hyphens for ambiguity* <u>Key Skills:</u> • Grammatically accurate sentences • All punctuation (. C !! , “” () - ; :)	Informal letter Narrative Newspaper report Non-fiction report <u>Key Skills:</u> • Grammatically accurate sentences • All punctuation (. C !! , “” () - ; :) • Modal Verbs • Determiners, prepositions, adverbs, verbs, adjectives, nouns- abstract, common, proper, concrete. • Co-ordinating conjunctions, subordinating conjunctions • Narratives- settings characters, atmosphere • Speech punctuation • Recognise spelling rules and apply them into writing Building cohesion within paragraphs and across paragraphs using adverbials of time. **Year 5 Spelling** Revise 3 and 4 words	Narrative *Relative clauses, relative pronoun* *Commas to clarify meaning or avoid ambiguity* *Synonyms & antonyms* Instructions *brackets, dashes or commas for parenthesis* Information text (non-chronological report) *Semi-colon, colon and dash to mark boundary between independent clauses* *Colon to introduce a list and semi-colon within lists* *Hyphens for ambiguity* Newspaper report *Formal and informal speech* *Passive* Poetry Persuasion *Subjunctive forms* Discussion/Balanced Argument *Subjunctive forms* Explanation *Adverbs for possibility*	Diary Instructions Non-Chronological report Narrative *Relative clauses, relative pronoun* *Commas to clarify meaning or avoid ambiguity* *Synonyms & antonyms* Newspaper report *Formal and informal speech* *Passive* *Subjunctive* Biography Information text *Semi-colon, colon and dash to mark boundary between independent clauses* *Colon to introduce a list and semi-colon within lists* *Hyphens for ambiguity* <u>Key Skills:</u> • Grammatically accurate sentences • All punctuation (. C !! , “” () - ; :) • Modal Verbs	Informal letter Narrative Newspaper report Non-fiction report <u>Key Skills:</u> • Grammatically accurate sentences • All punctuation (. C !! , “” () - ; :) • Modal Verbs • Determiners, prepositions, adverbs, verbs, adjectives, nouns- abstract, common, proper, concrete. • Co-ordinating conjunctions, subordinating conjunctions • Narratives- settings characters, atmosphere • Speech punctuation • Recognise spelling rules and apply them into writing Building cohesion within paragraphs and across paragraphs using adverbials of time. **Year 5 Spelling** -cial and –tial -ant and –ance -ent and –ence

	Discussion/Balanced Argument *Subjunctive forms* Explanation *Adverbs for possibility* <u>Key Skills:</u> • Grammatically accurate sentences • All punctuation (. C !! , “” () - ; :) • Modal Verbs • Determiners, prepositions, adverbs, verbs, adjectives, nouns- abstract, common, proper, concrete. • Co-ordinating conjunctions, subordinating conjunctions • Narratives- settings characters, atmosphere • Speech punctuation • Recognise spelling rules and apply them into writing • Building cohesion within paragraphs and across paragraphs using adverbials of time. **Year 5 Spelling** Revise 3 and 4 words Year 5/6 Word lists **Year 6 Spelling** Words from Statutory Word Lists (3 and 4 and 5 and 6)	• Modal Verbs • Determiners, prepositions, adverbs, verbs, adjectives, nouns- abstract, common, proper, concrete. • Co-ordinating conjunctions, subordinating conjunctions • Narratives- settings characters, atmosphere • Speech punctuation • Recognise spelling rules and apply them into writing Building cohesion within paragraphs and across paragraphs using adverbials of time. **Year 5 Spelling** Revise 3 and 4 words Year 5/6 Word lists **Year 6 Spelling** Words from Statutory Word Lists (3 and 4 and 5 and 6)	Year 5/6 Word lists **Year 6 Spelling** Words from Statutory Word Lists (3 and 4 and 5 and 6)	<u>Key Skills:</u> • Grammatically accurate sentences • All punctuation (. C !! , “” () - ; :) • Modal Verbs • Determiners, prepositions, adverbs, verbs, adjectives, nouns- abstract, common, proper, concrete. • Co-ordinating conjunctions, subordinating conjunctions • Narratives- settings characters, atmosphere • Speech punctuation • Recognise spelling rules and apply them into writing • Building cohesion within paragraphs and across paragraphs using adverbials of time. **Year 5 Spelling** ‘ough’ spelling string Silent letters -ible and –able suffixes Homophones Revise plurals – s, es, ies Revise – apostrophes for contraction and possession hyphens -ious suffix -cious suffix Plus revise 3 and 4 Stat words **Year 6 Spelling** Words from Statutory Word Lists (3 and 4 and 5 and 6) =ible and –able. –ibly and –ably -fer Homophones (ce and se)	• Determiners, prepositions, adverbs, verbs, adjectives, nouns- abstract, common, proper, concrete. • Co-ordinating conjunctions, subordinating conjunctions • Narratives- settings characters, atmosphere • Speech punctuation • Recognise spelling rules and apply them into writing Building cohesion within paragraphs and across paragraphs using adverbials of time. **Year 5 Spelling** Revise 3 and 4 words Revise apostrophes for possession Rare GPC’s (bruise, immediately) -ibly and –ably Homophones Building words from root words ie and ei **Year 6 Spelling** Words from Statutory Word Lists (3 and 4 and 5 and 6) ‘ough’ =cial and -tial -fer Homophones	Adverbs of time and possibility -fer suffixes Homophones Revision Year 5/6 Word lists **Year 6 Spelling** Words from Statutory Word Lists (3 and 4 and 5 and 6) Root words and meanings Rare GPCs Homophones -ant, -ance and –ancy -ent, -ence and -ency

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Maths Year 5	Maths Year 5 AUTUMN	Maths Year 5 SPRING	Maths Year 5 SUMMER
Number and Place Value	• 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 • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • 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 (M) and recognise years written in Roman numerals. •	• 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 • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • Pupils use number in context, including measurement. • Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far. • They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule. • They should recognise and describe linear number sequences (for example, 3, $3\frac{1}{2}$, 4, $4\frac{1}{2}$ ...), including those involving fractions and decimals, and find the term-to-term rule in words (for example, add $\frac{1}{2}$). •	• 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 • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit •
Addition and Subtraction	• Complements of decimals to one whole • add and subtract whole numbers with more than 4 digits, (and decimals with up to 3 dp) including using formal written methods (columnar addition and subtraction) • Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1). • add and subtract numbers mentally with increasingly large numbers	• add and subtract whole numbers with more than 4 digits, (and decimals with up to 3 dp) including using formal written methods (columnar addition and subtraction) • Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1). • add and subtract numbers mentally with increasingly large numbers	• add and subtract whole numbers with more than 4 digits, (and decimals with up to 3 dp) including using formal written methods (columnar addition and subtraction) • Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1). • add and subtract numbers mentally with increasingly large numbers

	• They practise mental calculations with increasingly large numbers to aid fluency (for example, 12 462 – 2300 = 10 162). • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy •	• They practise mental calculations with increasingly large numbers to aid fluency (for example, 12 462 – 2300 = 10 162). • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	• They practise mental calculations with increasingly large numbers to aid fluency (for example, 12 462 – 2300 = 10 162). • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Multiplication and Division	• 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. • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, (including grid) including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Use mental arithmetic strategies when appropriate, e.g. partitioning, chunking and jottings • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations. •	• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, (including grid) including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • 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 • Use mental arithmetic strategies when appropriate, e.g. partitioning, chunking and jottings • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations. • They understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements (for example, 4 x 35 = 2 x 2 x 35; 3 x 270 = 3 x 3 x 9 x 10 = 92 x 10). • Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example, 13 + 24 = 12 + 25; 33 = 5 x □).	• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, (including grid) including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Express remainders in different ways e.g. 98÷4= 98/4=24r2=24½=24.5~25 • Use mental arithmetic strategies when appropriate, e.g. partitioning, chunking and jottings • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Pupils use multiplication and division as inverses to support the introduction of ratio in year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1000 in converting between units such as kilometres and metres. • They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations. • Distributivity can be expressed as a(b + c) = ab + ac.

Fractions	• Pupils continue to practise counting forwards and backwards in simple fractions. • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • Pupils practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems. They extend their understanding of adding and subtracting fractions to calculations that exceed 1 as a mixed number • Pupils connect equivalent fractions > 1 that simplify to integers with division and other fractions > 1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions. • . • Pupils continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities. • They mentally add and subtract tenths, and one-digit whole numbers and tenths. •	• Pupils extend counting from year 4, using decimals and fractions including bridging zero, for example on a number line. • Pupils say, read and write decimal fractions and related tenths, hundredths and thousandths accurately and are confident in checking the reasonableness of their answers to problems. • read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • read, write, order and compare numbers with up to three decimal places • round decimals with two decimal places to the nearest whole number and to one decimal place • solve problems involving number up to three decimal places • They extend their knowledge of fractions to thousandths and connect to decimals and measures • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Pupils connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions > 1. • They practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 (for example, 0.83 + 0.17 = 1). • Pupils should go beyond the measurement and money models of decimals, for example, by solving puzzles involving decimals.	• 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 100, and as a decimal plus FDP equivalence. • solve problems which require knowing percentage and decimal equivs. of $\frac{1}{2}$, $\frac{1}{4}$, ¾ $\frac{1}{5}$, $\frac{2}{5}$, 3/5, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. • Find fractions and percentages of amounts • Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions. • Pupils should make connections between percentages, fractions and decimals (for example, 100% represents a whole quantity and 1% is $\frac{1}{100}$, 50% is $\frac{50}{100}$, 25% is $\frac{25}{100}$) and relate this to finding 'fractions of'. •
Ratio and Proportion	• Solve simple problems involving similar shapes where the scale factor is known or can be found. •	• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. e.g. In a class there are 30 children. For every 3 boys there are 2 girls. How many boys in the class? Problems e.g. altering a recipe from 2 – 6 people e.g. 1 egg, 3 spoons of flour – 3 eggs, 9 spoons of flour.	• solve problems involving the calculation of percentages 10% 25% 50% 75% 40% etc •

Measurement	• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Pupils use their knowledge of place value and multiplication and division to convert between standard units. • measure and calculate the perimeter of composite rectilinear shapes including using the relations of perimeter to find unknown lengths in centimetres and metres • Pupils calculate the perimeter of rectangles and related composite shapes, including using the relations of perimeter or area to find unknown lengths. Missing measures questions such as these can be expressed algebraically, for example 4 + 2b = 20 for a rectangle of sides 2 cm and b cm and perimeter of 20cm. • Read, write and convert time between analogue and digital 12 and 24 hour clocks.	• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • calculate and compare the area of rectangles (including squares) including using the relations of area to find unknown lengths,, and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes • calculate the area from scale drawings using given measurements • Pupils calculate the area from scale drawings using given measurements. •	• estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water • solve problems involving converting between units of time • Pupils use all four operations in problems involving time and money, including conversions (for example, days to weeks, expressing the answer as weeks and days). •
Geometry (Properties of Shape)	• identify 3-D shapes, including cubes and other cuboids, from 2-D representations • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. •	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • identify: • angles at a point and one whole turn – (total 360o) • angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o) • other multiples of 90o • use the properties of rectangles to deduce related facts and find missing lengths and angles • for parallel lines and right angles.	• draw given angles, and measure them in degrees (o) • Pupils use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools. • Pupils use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.
Geometry (Position)	• (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.	•	• Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.
Statistics	• complete, read and interpret information in tables, including timetables. • solve comparison, sum and difference problems using information presented in a line graph •	• complete, read and interpret information in tables, including timetables. • solve comparison, sum and difference problems using information presented in a line graph •	• Pupils connect their work on coordinates and scales to their interpretation of time graphs. • Pupils begin to decide which representations of data are most appropriate and why.

Algebra	•	•	• Extended balance and missing number puzzles • Counting and describing non-linear sequences eg square and triangular numbers...Fibonacci • Line graphs in 4 quadrants, including finding co-ordinates of a line given the 'rule', position to term • Problem solving with line graphs and sequences
Maths Year 6	**Maths Year 6 AUTUMN**	**Maths Year 6 SPRING**	**Maths Year 6 SUMMER**
Number and Place Value	• use negative numbers in context, and calculate intervals across zero • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy eg to the nearest 10, 20, 50 etc. • Read and write numbers with up to three decimal places. • Round decimals with three decimal places to the nearest whole number or one or two decimal places. • Round recurring decimals to three decimal places • solve number and practical problems that involve all of the above.	• use negative numbers in context, and calculate intervals across zero • Find 0.1, 0.01 and 0.001 more or less than a given number. • Use <, > and = to compare 2 calculations using the 4 operations. • round any whole number to a required degree of accuracy • solve number and practical problems that involve all of the above.	• use negative numbers in context, and calculate intervals across zero • Count forwards and backwards in fractional and decimal steps up to 3 decimal places. • round any whole number to a required degree of accuracy • solve number and practical problems that involve all of the above.
Addition and Subtraction	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (including fractions, decimals and percentages) • Complements to 100 to 2d.p. • Solve problems involving addition, subtraction, including those with missing numbers • use estimation (including rounding to the nearest 20/50 if appropriate to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • add and subtract any set of whole numbers and decimals using an appropriate written method Add and subtract at least 2 whole numbers with more than 4 digits and decimals with up to 3 decimal places • perform mental calculations, including with mixed operations and large numbers	• Introduce brackets and how this affects calculation. Pupils explore the order of operations using brackets; for example, 2 + 1 x 3 = 5 and (2 + 1) x 3 = 9. • use their knowledge of the order of operations to carry out calculations involving the four operations • add and subtract any set of whole numbers and decimals using an appropriate written method Add and subtract at least 2 whole numbers with more than 4 digits and decimals with up to 3 decimal places • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (including fractions, decimals and percentages) • Solve problems involving addition, subtraction, including those with missing number	• add and subtract any set of whole numbers and decimals using an appropriate written method Add and subtract at least 2 whole numbers with more than 4 digits and decimals with up to 3 decimal places • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (including fractions, decimals and percentages) • Solve problems involving addition, subtraction, including those with missing numbers

Multiplication and Division	• solve addition and subtraction, multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why • Use estimation, rounding and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • identify common factors, common multiples and prime numbers • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • 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, fractions, or by rounding, as appropriate for the context (e.g. 98 ÷ 4 = 98/4 = 24r2 = 24 • ½ = 24.5 ≈ 25). • 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 • Use mental arithmetic strategies when appropriate, e.g. partitioning, chunking and jottings • Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places • Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.	• solve addition and subtraction, multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why • Introduced to the division of decimal numbers by one-digit whole number, initially, in practical contexts involving measures and money. • finding prime factors of 2 digit numbers, and testing for prime numbers beyond 100 • use their knowledge of the order of operations to carry out calculations involving the four operations • Pupils explore the order of operations using brackets; for example, 2 + 1 x 3 = 5 and (2 + 1) x 3 = 9. • Multiply and divide one digit numbers with up to two decimal places by 1- and 2-digit whole numbers (eg 1.46 x 3) • Use mental arithmetic strategies when appropriate, e.g. partitioning, chunking and jottings • Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency. • Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places • Use written division methods in cases where the answer has up to two decimal places • Solve problems involving addition, subtraction, multiplication and division (including those with missing numbers)	• solve addition and subtraction, multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why • Use mental arithmetic strategies when appropriate, e.g. partitioning, chunking and jottings • Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency. • •
Fractions	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • (halves, quarters, thirds, fifths, eighths, tenths, and explore sixths, ninths and elevenths)	• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • (halves, quarters, thirds, fifths, eighths, tenths, and explore sixths, ninths and elevenths)

	• compare and order fractions, including fractions > 1 • Rounding recurring decimals to 1, 2 and 3 dp. • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions(for example, $\frac{1}{2} + \frac{1}{8} = \frac{5}{8}$)	• (halves, quarters, thirds, fifths, eighths, tenths, and explore sixths, ninths and elevenths) • compare and order fractions, including fractions > 1	
Ratio and Proportion	•	• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Pupils solve problems involving unequal quantities, for example, 'for every egg you need three spoonfuls of flour', '$\frac{3}{5}$ of the class are boys'. These problems are the foundation for later formal approaches to ratio and proportion • Pupils recognise proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes). • solve problems involving similar shapes where the scale factor is known or can be found • Pupils should consolidate their understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems. They might use the notation a:b to record their work. • Solve problems involving unequal sharing & grouping using knowledge of fractions & multiples.	• solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • Pupils link percentages or 360° to calculating angles of pie charts. •
Measurement	• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres and use graphical representations • recognise that shapes with the same areas can have different perimeters and vice versa	• use, read, write and convert between standard units, converting measurements of, 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 • recognise when it is possible to use formulae for volume of shapes • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].	• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Pupils could be introduced to compound units for speed, such as miles per hour, and apply their knowledge in science or other subjects as appropriate

	• recognise when it is possible to use formulae for area of shapes • calculate the area of parallelograms and triangles • Using the number line, pupils use, add and subtract positive and negative integers for measures such as temperature.		
Geometry (Properties of Shape)	• draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. [These relationships might be expressed algebraically for example, $d = 2 \times r$; $a = 180 – (b + c)$.]	•	• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Geometry (Position and Direction)	•	• describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • Pupils draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. • These might be expressed algebraically for example, translating vertex (a, b) to (a – 2, b + 3); (a, b) and (a + d, b + d) being opposite vertices of a square of side d.	•
Statistics	• calculate and interpret the mean as an average. • Draw graphs relating to two variables arising from own work. • Interpret a reading that lies between two numbered divisions on a scale.	• Interpret and construct pie charts and line graphs and use these to solve problems (connect to work on angles, fractions and percentages). • Interpret a reading that lies between two numbered divisions on a scale.	•
Algebra	• use simple formulae • generate and describe linear number sequences • express missing number problems algebraically	• find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables.	• Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as: • missing numbers, lengths, coordinates and angles • formulae in mathematics and science • equivalent expressions (for example, $a + b = b + a$) • generalisations of number patterns

					• - number puzzles (for example, what two numbers can add up to).	
Science Working Scientifically Planning Observing Investigating	**NC objectives** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting 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 ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. **Key skills/knowledge** ▪ Explore the work of Scientists and appreciate the impact this has had on Science.					

Science	Living Things and their Habitats	Properties and Changes of Materials	Evolution and Inheritance	Electricity	Living Things and their Habitats	Light
	NC objectives - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals (Y6) - Give reasons for classifying plants and animals based on specific characteristics (Y6) **Key skills/knowledge** Classify living things according to common observable characteristics and including micro-organisms, plants and animals. Classify plants and animals based on specific characteristics. **Animals inc. Humans** **NC objectives** - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	**NC objectives** Compare and group everyday materials based on as range of properties. Know that some materials will dissolve in liquid to form a solution,and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to separate mixtures including through filtering, sieving and evaporating. Give reasons for particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Some changes result in the formation of new materials, and this change is not usually reversible eg burning, acid on bicarbonate of soda. **Key skills/knowledge** **- Understanding how materials respond to magnets.**	**NC objectives** Living things have changed over time and thatfossils provide information about living things that inhabited the Earth millions of years ag. Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Key skills/knowledge** **Forces (Year 5 focus)** **NC objectives** - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	**NC objectives** - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - 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 - Use recognised symbols when representing a simple circuit in a diagram. **Key skills/knowledge** Voltage and number of cells affecting electrical components. Investigate bulb brightness, buzzer loudness and motor speeds. Variations in how electrical components function in circuits. On/off positions of switches. Circuit symbols to represent components in circuit diagrams. **Knowledge:** **Definition of components (electrical devices allow electrical current to flow through and connect to make circuits): batteries/cells, motors,**	**NC objectives** - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Y5) - Describe the life process of reproduction in some plants and animals.(Y5) **Key skills/knowledge** Life cycle differences for mammals, birds, insects, amphibians, fish. **Knowledge:** **Vocabulary definitions: offspring, reproduction, life cycle, stages.** **Why do all living things need to grow and reproduce?** **Extinction.** **Life cycle presentation, Stages show growth changes, Similarities (born, young, adults) and differences (number of stages/growth changes*, length of stages.** **Complete (butterfly, ladybird, *frog) and incomplete metamorphosis (dragonfly, locust)) between animal groups.** **Complete Metamorphosis where offspring look completely different**	**NC objectives** - recognise that light appears to travel in straight lines - 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 - 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 - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Key skills/knowledge** Light travels in straight lines. Objects are seen by giving out or reflecting light. We see things because light travels into them from light sources, OR from light sources to objects and then into our eyes. Shadows have the same shape as the objects that cast them. **Knowledge:**

	- describe the ways in which nutrients and water are transported within animals, including humans. **Key skills/knowledge** **Identify and name the main parts of the human circulatory system.** **Describe the functions of the heart, blood vessels and blood.** **Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.** **Describe the ways in which nutrients and water are transported within animals, including humans.**		- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Key skills/knowledge** Objects fall to Earth because of gravity. Identify effects of air resistance, water resistance and friction. Levers, pulleys and gears use smaller forces to have a greater effect. **Knowledge:** **Gravity pulls down on objects.** **Definitions and effects of water, air resistance and friction.** **Levers, pulleys and gears use smaller forces to have a greater effect.**	**bulbs, buzzers, switches, wires used to connect.** **Components above give heat/light, sound, movement.** **Understand what voltage is (power in a cell) and how components are affected as this increases or decreases.** **Variations in components: Bulb brightness (inc. change wattage), buzzer loudness and motor speed: alter number of cells (voltage), thickness or length of wires, number of each component, series or parallel, position of cells + - .** **Switch controls electrical current in circuits, creates gap which break flow if open.** **Circuit symbols represent each component in a circuit diagram; recognised world-wide.**	**from adults; incomplete where nymphs (young) look the same as adults.** **Birds: Migration being part of life cycle of some birds eg thrush from Scotland to S England, From Northern & Southern hemisphere** eg **Canadian Bluebird, cuckoo, magpie** **Compare – birds, humans, cats/kittens.** **Insects: butterfly, ladybird, locust.** **Compare 2 life cycle types - metamorphosis.** **Butterfly vs bird.** **Amphibian: frog, 2-stage habitat linked to herbivore or carnivore eating & body organs eg lungs to breathe on land.** Life processes of reproduction in plants and animals. **Knowledge:** **Animals: reproduction internally or externally; comparison with male seahorse.** **Plants: one plant to another-pollination or same plant – spores or cuttings. sexual and asexual reproduction, runners (strawberry or spider plants.** **Plant reproduction vocabulary definitions.**	**Light travels in straight lines.** **Objects seen by giving out or reflecting light.** **We see objects because he u give off light or light reflects from them.** **Shadows replicate shape of object.** **Forces (Year 5 focus)** **NC objectives** - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Key skills/knowledge** Objects fall to Earth because of gravity. Identify effects of air resistance, water resistance and friction. Levers, pulleys and gears use smaller forces to have a greater effect. **Knowledge:** **Gravity pulls down on objects.**

					Compare animal and plant reproduction. **<u>Animals inc. Humans NC objectives</u>** **-** describe the changes as humans develop to old age (Y5) **<u>Key skills/knowledge</u>** Changes as humans develop to old age. **Knowledge: Life cycle vocab now to include foetus.** **Whether looked after by parents or independent.** **Where life cycle repeats again. ~ages for each stage.** **<u>Compare & contrast with other mammals:</u>** **Mammals: kangaroo, dog, **duck-billed platypus, **spiny anteater. ** egg-layers to make comparisons with bird & fish lifecycles.** **Compare with the other animal groups.** **<u>Earth and Space NC objectives</u>** Movement of Earth and planets in relation to the Sun in solar system. Movement of the Moon in relation to Earth. Sun, Earth, Moon as spherical bodies.	**Definitions and effects of water, air resistance and friction.** **Levers, pulleys and gears use smaller forces to have a greater effect.**

					Earth's rotation to explain day and night. Sun's apparent movement across the sky. **<u>Key skills and knowledge</u>** **Knowledge:** **Earth, Sun and Moon are spherical.** **Earth spins on its axis once every 24 hours,** **Explain why night and day do not happen at the same time in different parts of the world.** **Earth orbits the Sun as it rotates on its own axis.** **Movement of the Moon in relation to the Earth.** **Movement of the Earth, and other planets in relation to the Sun.**	
Y5-6 History (Please see	**WWI & WWII** **<u>NC objectives</u>** - A study of an aspect or theme in British history that extends pupils'	**Leisure and entertainment in the 20th century** **<u>NC objectives</u>**	**Rivers** **<u>NC objectives</u>** A non-European society that provides	**Ancient Greece** **<u>NC objectives</u>** – a study of Greek life and achievements and their	**History of local area** **<u>NC objectives</u>** - a local history study **<u>Key skills/knowledge</u>**	**Crime and punishment** **<u>NC objectives</u>** - A study of an aspect or theme in British history that extends pupils'

belo w for Y5 Only Histo ry)	chronological knowledge beyond 1066 **Key skills and knowledge** When & Why? Blitz Shelters Evacuation Rationing Holocaust Everyday Lives – home guard, women, soldiers, children etc. Local war heroes Can they identify and explain their understanding of propaganda? (WW2) Can they describe a key event from Britain's past using a range of evidence from different sources? Can they describe how historical events affect/influence life today? Knowledge and Understanding A local history study – WW1/WW2 in Birmingham/Black Country Area Key Knowledge: To know what the following words mean: Blitz, Shelters, Evacuation, Rationing, Holocaust, evacuee.	- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **Key skills/knowledge** Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? (Geographical changes in Ancient and Modern Greece) Key Knowledge: To know what Britain was like at the same time in order to compare the two societies. To know how to compare.	contrasts with British history **Key skills and knowledge** To explain why major cities were built near rivers, Key Knowledge: To explain the reason why major cities were built near rivers (e.g. The Nile, Thames etc.)	influence on the western world **Key skills and knowledge** To investigate the Ancient Greeks To create a timeline of events To bring knowledge from several sources and present it in a variety of ways Know about Ancient Greece traditions and customs To compare famous Ancient Greek city states To understand the impact Ancient Greek has on today's civilizations (Olympics. Democracy. Military) To describe features of historical events and people from past societies and periods they have studied? (Spartans/Athenians/Wars) Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? (Greece) Can they give extended descriptions of the physical features of different places	Use their mathematical skills to work out exact time scales and differences as need be on a glass cone timeline. Can they place a specific event on a timeline by decade? (BLACK COUNTRY INVENTIONS) Can they place features of historical events and people from past societies and periods in a chronological framework? (GLASS PRODUCTION) Can they summarise the main events from a specific period in history, explaining the order in which key events happened? (BLACK COUNTRY INVENTIONS) Can they summarise how Britain has had a major influence on world history? (BLACK COUNTRY INVENTIONS) Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? (Letter to and from Coal Mine Owner)	chronological knowledge beyond 1066 **Key skills and knowledge** Draw a timeline with different time periods outlined which show different information, such as, periods of history, Begin to appreciate that how we make decisions has been through a Parliament for some time. Have a good understanding as to how crime and punishment has changed over the years. Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? (C&P) Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can they create timelines which outline the development of specific features, such as medicine;

	To know what propaganda is. To know what the Battle of Britain was. Black History Month 'Proud to Be' – Focus on Harriet Tugman.			around the world? (Athens/Sparta) Can they describe how some places are similar and others are different in relation to their human features? Key Knowledge: To understand the impact Ancient Greece has on the modern world. To know the difference between Athens and Sparta. Black History Month 'Proud to Be' – Focus on Martin Luther King	Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? (CANALS/TUNNELS/SKARA BRAE AND OTHER STONE AGE SETTLEMENTS/STONE AGE ARTEFACTS) Can they test out a hypothesis in order to answer a question? THE BLACK COUNTRY WAS A MAJOR INFLUENCER ON THE INDUSTRIAL REVOLUTION (eg canals, glass, coal, iron, bridges) Key Knowledge The importance of canals, glass, steam and mining to the Black Country. The impact of the Black Country on the world during the industrial revolution.	weaponry; transport, etc. Can they test out a hypothesis in order to answer a question? Key information To know how to create a timeline of how law enforcement developed. To know what a hypothesis Is. To know how to test a Hypothesis. To know how crime and punishment has changed. Can they describe how historical events affect/influence life today? Knowledge and Understanding
Year 5 Only	**Year 5 only- Scottish Wars of Independence** **<u>NC objectives</u>** Britain's settlement by Anglo-Saxons and Scots **<u>Key skills and knowledge</u>** Britain's settlement by Anglo-Saxons and Scots	**<u>Year 5 only – Mayan civilisation</u>** **<u>NC objectives</u>** A non-European society that provides contrasts with British history **<u>Key skills/knowledge</u>** Can they describe historical events from the	**Year 5 only – Egyptians** **<u>NC objectives</u>** - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of	See Cycle 1 (repeated for Year 5)	See Cycle 1 (repeated for Year 5)	See Cycle 1 (repeated for Year 5)

	Can they use dates and historical language in their work? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, space etc. •Can they describe historical events from the different period/s they are studying/have studied? Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? Key knowledge To know who that England used to rule Scotland. To know who William Wallace is. To understand England and Scotland signed a treaty relinquishing England's claim to the Scottish throne.	different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? (Geographical changes in Ancient and Modern Greece) Key Knowledge: To know the key characteristics to Mayan society. To know what Britain was like at the same time in order to compare the two societies. To know how to compare.	one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China **Key skills and knowledge** Can they use dates and historical language in their work? Can they describe historical events from the different period/s they are studying/have studied? Key Knowledge: To know who the Ancient Egyptians were. To know how they lived their Lives. To know how the Egyptians mummified their dead. Can they evaluate evidence to choose the most reliable form? - Historical Interpretation			

Geography	**WW1 and WW!!** **Where** were children evacuated to? **NC objectives** - 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 - 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 **Key skills and knowledge** **Contrasting** localities **Countries** of the world Europe Planning an evacuation route including distances using a map. Local main countries involved in WW2 such as Russia on a map Can they give an extended description of	**NC objectives** - 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). - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Key skills and knowledge** India - location North America - location Can they explain why many cities of the world are situated by rivers? (Egypt Nile) Knowledge To locate India and North America on a map To identify rivers and their locations. Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? GS	**Rivers** **NC objectives** - 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. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 **Key skills/knowledge** Can they map land use? (Himley/Long Mynd trip) Can they make detailed sketches and plans; improving their accuracy later? (Himley/Long Mynd) Can they recognise key symbols used on ordnance survey maps?	**Ancient Greece** **NC objectives** - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 **Key skills and knowledge** Locate Greece and other European countries on a map. Locate the main city states in Ancient Greece on a map. Comparing Greece with the local area. Make comparisons between Ancient and Modern Greece land uses and physical and human geographical features explaining things that have changed and things which have stayed the same Can they find possible answers to their own geographical questions? (How are they similar/different?) Can they plan a journey to a place in another part of the world, taking account of distance and time?	**The Local Area** **NC objectives** - 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. - 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 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Key skills and knowledge** Human characteristics of local area Compare local area with another on a different continent Locality fieldwork – Himley? Can they map land use with their own criteria? Can they recognise key symbols used on ordnance survey maps?	**NC objectives** - 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 - 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 - 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) **Key skills and knowledge** Survival on island – global warming and understanding of the current climate. Can they explain why many cities of the world

	the human features of different places around the world? Can they confidently explain scale and use maps with a range of scales? Can they give extended descriptions of the physical features of different places around the world? Global Goals - 1 – No poverty, 2 – Zero hunger Knowledge To locate different countries that evacuees were sent to. To locate the main countries directly involved in WWII. To explain scales on maps. Can they find possible answers to their own geographical questions? GE Can they use maps to answer questions? GS	Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? LK Global Goals - 6 – Clean water and sanitation	Can they use OS maps to answer questions? Can they create sketch maps when carrying out a field study? Can they explain why many cities of the world are situated by rivers? Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? Can they explain why people are attracted to live by rivers? Can they name and locate many of the world's major rivers on maps? Can they confidently explain scale and use maps with a range of scales? Can they accurately use a 4 figure grid reference? Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features? Knowledge	(Plan route from Athens to Sparta) Can they explain how a location fits into its wider geographical location; with reference to physical features? (Athens and Sparta) Name and locate many of the world's most famous mountain regions on maps? (Y4 Mountains topic – reference during Taygetos Greece lessons) Can they describe how some places are similar and others are different in relation to their physical features? Knowledge: To know the physical and human features of Greece. Can they research and collect information about a place and present it? E.g., a report, a poster, a brochure. GE Can they find possible answers to their own geographical questions? GE Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? GS	Can they map land use? (Himley/Long Mynd trip) Can they make detailed sketches and plans; improving their accuracy later? (Himley/Long Mynd) Can they confidently explain scale and use maps with a range of scales? Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements and use the data? Can they use OS maps to answer questions? Can they collect information about a place and use it in a report?(BCM information leaflet following trip) Can they find possible answers to their own geographical questions? Children to generate questions about why Black Country was key in IR) Knowledge:	are situated by rivers? (Egypt Nile) Holes - United States of America - the 51 states Comparing landscapes Locate the USA and Canada on a world map and atlas? Can they give extended descriptions of the physical features of different places around the world? Can they give an extended description of the human features of different places around the world? Can they name the largest desert in the world? Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles? Can they explain how the time zones work? Global Goals - 13 – Climate Action Knowledge: To know what global warming is and how it is affecting our current climate.

			To identify land use To use a compass Can they use maps to answer questions? GS Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? LK Can they confidently explain scale and use maps with a range of scales? GS		To know how Kingswinford has changed. Can they, link with history, compare land using maps of the UK from past and present? LK	To name the largest desert in the world. To identify the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. Can they research and collect information about a place and present it? E.g., a report, a poster, a brochure. GE Can they find possible answers to their own geographical questions? GE Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? GS
Computing	**Multimedia** presentation, (WWII PPT) **<u>NC objectives</u>** - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **<u>Key skills/knowledge</u>**	**Creating own film** for end of year **Movie Trailers –** creating own using software packages **<u>NC objectives</u>** - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Rainfall** comparisons on Excel – Rivers Database/Excel – World **<u>NC objectives</u>** - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	**Researching and producing a PowerPoint presentation using a variety of multimedia sources.** **<u>NC objectives</u>** - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Research skills Coding **<u>NC objectives</u>** - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Computer Science (5a Speed, direction and coordinates) **Block coding** • Can they explain how an algorithm works?	Coding and gaming Film making – use of iPad and media software (reports) **<u>NC objectives</u>** - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

	• Can they listen to streaming audio such as online radio? • Can they download and listen to podcasts? • Can they produce and upload a podcast? • Can they manipulate sounds using Audacity? • Can they select music from open sources and incorporate it into multimedia presentations? • Can they make a home page for a website that contains links to other pages? • Can they capture sounds, images and video? • Can they use the word count tool to check the length of a document? • Can they use bullets and numbering tools? • Can they present a film for a specific audience and then adapt same film for a different audience? • Can they create a sophisticated multimedia presentation? • Can they confidently choose the correct page set up option when creating a document?	- use sequence, selection, and repetition in programs; work with variables and various forms of input and output **<u>Key skills/knowledge</u>** • Can they work on simple film editing? • Can they use a range of presentation applications? • Do they consider audience when editing a simple film? • Do they know how to prepare and then present a simple film? • Can they use ICT to record sounds and capture both still and video images? Computer Science (6a More Complex Variables) **Block coding** **<u>Unit 6a Complex variables</u>** **Discovery Education (Espresso)** **In this unit pupils learn to use variables in more complex ways, and to manipulate inputs to create useful outputs.** IT DL(1 lesson) – Plus Internet Safety Day)	presenting data and information - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Can they create a formula in a spreadsheet and then check for accuracy and plausibility? • Can they search databases for information using symbols such as = > or <? • Can they create databases planning the fields, rows and columns? • Can they create graphs and tables to be copied and pasted into other documents? • Can they collect live data using data logging equipment? • Can they identify data error, patterns and sequences? • Can they use the formulae bar to explore	- use sequence, selection, and repetition in programs; work with variables and various forms of input and output **<u>Key skills and knowledge</u>** • Can they use a search engine using keyword searches? • Can they compare the results of different searches? • Can they decide which sections are appropriate to copy and paste from at least two web pages? • Can they save stored information following simple lines of enquiry? • Can they download a document and save it to the computer? • Can they contribute to discussions online? • Can they use a search engine using keyword searches? • Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"?	• Can they detect errors in a program and correct them? • Can they use an ICT program to control a number of events for an external device? • Can they use ICT to measure sound, light or temperature using sensors and interpret the data? • Can they explore 'what if' questions by planning different scenarios for controlled devices? • Can they use input from sensors to trigger events? • Can they check and refine a series of instructions? **<u>Unit 5a Speed, Direction and co-ordinates</u>** **Discovery Education (Espresso)** **In this unit pupils learn how computers use numbers to represent things such as how fast things are moving, and where they are.** IT DL(1 lesson) – Plus Internet Safety Week) Multimedia project	- use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Can they use instant messaging to communicate with class members? • Can they conduct a video chat with someone elsewhere in the school or in another school? Can they add special effects to alter the appearance of a graphic? (ART) Can they make an information poster using their graphics skills to good effect? (Campaign poster for RRSA) *Can they explore the menu options and experiment with images? · Can they 'save as' gif or jpeg. Wherever possible to make the file size smaller (for emailing or downloading)?* Computer Science 5b Random numbers and simulations) **Block coding**

	• Can they confidently use text formatting tools, including heading and body text? • Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)? **Graphs** (conversion: imperial & metric) Computer Science **Block coding** **<u>Unit 6 starter Y6</u>** **Discovery Education (Espresso)** Key Knowledge: To know how to use the key features of Microsoft PowerPoint.	Key Knowledge: To know how to use software packages to create a film. To understand how to prepare, present and edit a simple film.	mathematical scenarios? • Can they create their own database and present information from it? Computer Science (6b object properties) **Block coding** **<u>Unit 6b Object properties</u>** **Discovery Education (Espresso)** **In this unit pupils learn more about how computers use property values and parameters to store information about objects.** IT DL(1 lesson) Blogging (link in social media use) Key Knowledge: To know how to use the key features of Microsoft Excel.	Key Knowledge: To know how to safely use the internet to research. To know how to use the key features of Microsoft PowerPoint. **Coding** **Can they combine sequences of instructions and procedures to turn devices on or off?** **Do they understand input and output?** • **Can they use an ICT program to control an external device that is electrical and/or mechanical?** • **Can they use ICT to measure sound or light or temperate using sensors?** • **Can they explore 'What is' questions by playing adventure or quest games?** • **Can they write programs that have sequences and repetitions?** Key Knowledge:	(create a video/ppt/ presentation of the local area) Key Knowledge: To know how computers use numbers to represent how fast things are moving, and where they are.	**<u>Unit 5b Random numbers and simulations</u>** **Discovery Education (Espresso)** **In this unit pupils learn how computers can generate random numbers and how these can be used in simulations** IT DL(1 lesson) Blogging (link in social media use) Write a blog as Stanley? Key Knowledge: To communicate via instant messaging and video chat successfully.

				To understand what an algorithm is. To debug coding when there is a problem. To understand what 'if' statements are and how to use them. **Block coding** **<u>Unit 5 starter Y5</u> Discovery Education (Espresso)** IT Excel – data (Science investigation) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (Research Greek Gods) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content, that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (create powerpoints and leaflets) Use technology safely, respectfully and responsibly;		

				recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (Coding) use sequence, selection, and repetition in programs; work with variables and various forms of input and output (Coding)		

Digital Literacy (E-Safety – Focus days and individual lessons)

NC objectives

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Key skills and knowledge

- **Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?**
- **Do they understand the potential risk of providing personal information online?**
- **Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?**
- **Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?**
- **Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?**
- **Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?**
- **Do they understand that some messages may be malicious and know how to deal with this?**
- **Do they understand that online environments have security settings, which can be altered, to protect the user?**
- **Do they understand the benefits of developing a 'nickname' for online use?**
- **Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?**
- **Do they know that it is unsafe to arrange to meet unknown people online?**
- **Do they know how to report any suspicions?**

	• **Do they understand they should not publish other people's pictures or tag them on the internet without permission?** • **Do they know that content put online is extremely difficult to remove?** • **Do they know what to do if they discover something malicious or inappropriate?**					
Art and Design	**Propaganda Posters** **Emotive art** **Christmas Cards** **Architecture – shelters** **NC objectives** - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. **Key skills and knowledge** **WWII – Teddies** Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroid**e**ry. Propaganda posters Do their sketch books contain detailed notes, and quotes explaining about items?	**Monochrome art** **Pop Art** **NC objectives** - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials? Can they create a piece of art work which	**Henri Rousseau** **Paintings** **NC objectives** - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. **Key skills and knowledge** Can they show reflections? (Rivers) Can they experiment with different styles which artists have used? (Rousseau) Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? (Rousseau)	**Theatrical masks** **NC objectives** - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. **Key skills and knowledge** Can they express their emotions accurately through their painting and sketches? - Masks Greek Pots – Drawing - Can they organise line, tone, shape and colour to represent figures and forms in movement (battle) Can they identify and draw simple objects, and use marks and lines to produce texture? (Masks/Parthenon) Can they include technical aspects in their work, e.g.	**Great artists** **NC objectives** - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. **Key skills and knowledge** Steel or iron sculptures – Thomas Telford **Can they experiment with different styles which artists have used? (Lowry)** Photography Can they use ceramic mosaic to produce a piece of art? Key Knowledge: To know Thomas Telford and what he is famous for.	**Desert art** **NC objectives** - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. **Key skills and knowledge** Can they create digital images with animation, video and sound to communicate their ideas? Can they create a piece of art which can be used as part of a wider presentation? Key Knowledge: To create digital images with animation, video and sound. Painting - Do they understand the different properties of the different types of paint?

	Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? Key Knowledge: To understand what propaganda is. To understand how artists convey emotion through their work.	includes the integration of digital images they have taken? (Pop Art – Screen Printing) Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? Can they experiment with different styles which artists have used? (Warhol/Pop Art) Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Do they use software packages to create pieces of digital art to design. Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? (Warhol) Do they experiment with and combine materials	Collage using images of world for rivers Can they justify the materials they have chosen? Can they combine pattern, tone and shape? Can they combine visual and tactile qualities to express mood and emotion? Creating river beds with modroc Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials? Key Knowledge: To know who Henri Rousseau is and how his work influenced others	architectural design? (Parthenon and columns) Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Do they experiment with and combine materials and processes to design and make 3D form? (Greek Masks) Can they sculpt clay and other mouldable materials? (Clay Pots) Key Knowledge: To understand how to combine materials and make 3D form.	To use ceramic mosaic effectively. Can they over print using different colours? Can they identify different printing methods and make decisions about the effectiveness of their printing method? Do they know how to make a positive and a negative print?	Can they create a range of shades using different kinds of paints? Can they create mood in a painting? Can they use shade to create depth in a painting? Can they identify different painting styles and how these have artists who are influenced by these styles over time?

		and processes to design and make 3D form? (Oscars) Key Knowledge: To understand what monochrome art is. To understand how pop art is created.				
Design and technology	Design and make a teddy bear for a World War 2 evacuee. **NC Objectives** - 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. - 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 **Key skills and knowledge** Do they keep checking that their design is the best it can be?	Design and make a 20th Century Toy NC Objectives - 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] - 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 Key skills and knowledge - Can they refine their product after testing it? - Do they consider culture and society in their designs? - Would different resources have	Design and make a 3D model of the water cycle NC Objectives - 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 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - 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	Masks Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Key Knowledge: To know the importance of taking consumer feedback into account. To know what a Greek vase is. Design and make Ancient Greek vases. NC Objectives - 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 - evaluate their ideas and products against their own design criteria and consider the views of others	Design and make Black Country Fruit biscuits and designing gift packaging for Mother's Day **NC Objectives** - 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. **Key skills and knowledge** Cooking-local delicacies! Can they describe what they do to be both hygienic and safe? How have they presented their product well? Can they evaluate against original design? Can they come up with a range of ideas?	Design and make a recycling bin **NC Objectives** - 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. - 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.

	Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Do they consider culture and society in their designs? Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? **Key Knowledge** **To know how to sew** **To know what a teddy bear looked like during the World War 2 period.** **Cooking** – war time recipes **NC Objectives** - 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	improved their product? - Would they need more or different information to make it even better? - Does their product meet all design criteria? Key Knowledge To know how mechanical systems can work. To understand the design process. To know what a 20th century toy looks like.	a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Key skills and knowledge Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? views of others to improve their work § - understand how key events and individuals in design and technology have helped shape the world Key skills and knowledge Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they justify why the chosen material was the best for the task? Can they justify design in relation to the audience? Key	to improve their work § - understand how key events and individuals in design and technology have helped shape the world Key skills and knowledge Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they justify why the chosen material was the best for the task? Can they justify design in relation to the audience? Key Knowledge: To know the importance of taking consumer feedback into account. To know what a Greek vase is.	Can they explain how their product will appeal to their audience? Do they take a user's view into account when planning? Key Knowledge: To consider measurements and dimensions when designing packaging. To understand why design briefs are set.	stand the design process. **Key skills and knowledge** Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? Can they justify why they selected specific materials? How have they ensured that their work is precise and accurate? Key Knowledge To know what a recycling bin looks like. To understand the design process.

	are grown, reared, caught and processed.		Knowledge: To know the importance of taking consumer feedback into account. To know what a Greek vase is. Can they describe what they do to be both hygienic and safe? How have they presented their product well? Can they evaluate against original design? Can they come up with a range of ideas? Can they explain how their product will appeal to their audience? Do they take a user's view into account when planning? Key Knowledge: To consider measurements and dimensions when designing packaging. To understand why design briefs are set. - 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. stand the design process. Key skills and knowledge Can they explain why their finished product is going to be of good			

			quality? Can they explain how their product will appeal to the audience? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? Can they justify why they selected specific materials? To know what a teddy bear looked like during the World War 2 period. Cooking – war time recipes NC Objectives - 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. Do they persevere through different stages of the making process? Key knowledge To know what the water cycle is To know how to join materials together To know how to measure and cut accurately.			

Languages	**Year 5 (Yearly cycle)** Counting and greetings Numbers 20-60 Dates/ birthdays **Year 6 (Yearly cycle)** Who am I? Where I live Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details? Key Knowledge: To know the numbers 20-60, dates and birthdays. To know how to describe where I live in French.	**Year 5 (Yearly cycle)** Clothes Body Parts of the Body **Year 6 (Yearly cycle)** Numbers 60-100 shopping Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? Key Knowledge: To know the names of clothes and body parts. To know the numbers 60-100 and hold a simple conversation.	**Year 5 (Yearly cycle)** **I**n town and shopping Seasons & Weather **Year 6 (Yearly cycle)** Likes / dislikes leisure time School Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words? Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt? Key Knowledge: To name the seasons and describe the weather. To say likes and dislikes.	**Year 5 (Yearly cycle)** Counting and greetings Numbers 20-60 Dates/ birthdays **Year 6 (Yearly cycle)** Who am I? Where I live Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details? Key Knowledge: To know the numbers 20-60, dates and birthdays. To know how to describe where I live in French.	**Year 5 (Yearly cycle)** Clothes Body Parts of the Body **Year 6 (Yearly cycle)** Numbers 60-100 shopping Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? Key Knowledge: To know the names of clothes and body parts. To know the numbers 60-100 and hold a simple conversation.	**Year 5 (Yearly cycle)** **I**n town and shopping Seasons & Weather **Year 6 (Yearly cycle)** Likes / dislikes leisure time School Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words? Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt? Key Knowledge: To name the seasons and describe the weather. To say likes and dislikes.

Music	**All year groups will follow the Charanga scheme with units that have been adapted to suit our school. National curriculum objectives will be covered throughout each unit. Skills and knowledge are used, applied and built on across the units. Each class will spend a half term with a music specialist from DPA.** **National Curriculum Objectives** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music	**Key Knowledge and skills** Musicianship: Understanding Music Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F♯, G, A A, B, C, D, E, F♯, G F, G, A, B♭, C, D, E G, A, B, C, D, E, F♯	**Key Knowledge and skills** Listening: Respond/Analyse Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose. Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	**Key Knowledge and skills** Singing Rehearse and learn songs from memory and/or with notation. in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing ‘on pitch' and 'in time'. Sing a second part in a song. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor.
	Key Knowledge and skills Notation Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B♭, C, D, E G, A, B, C, D, E, F♯ C, G, A♭, B♭ G, G♯, A, B♭, C D, E, F, G, A, B, C E♭, F, G, A♭, B♭, C, D♭	**Key Knowledge and skills** Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using	**Key Knowledge and skills** Creating: Improvising Explore improvisation within a major scale, using the notes: C, D, E♭, F, G C, D, E, F, G C, D, E, G, A F, G, A, B♭, C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of	

	Identify: • Stave • Treble clef • Time signature Read • respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (eg C–C′/do–do).	notes within the middle C–C′/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance. Playing the recorder Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E♭ major, C minor and D minor.	dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
	Key Knowledge and skills <u>Creating: Composing</u> Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality. Start and end on the note F (F major) Start and end on the note G (G major) Start and end on the note G (Pentatonic on G) Start and end on the note D (D minor) Start and end on the note E♭ (E♭ major)	**Key Knowledge and skills** <u>Performing</u> Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.	

Music	**Cycle A** **Charanga Units** Autumn 1 – Glockenspiel Stage 1 (1 class DPA sessions) Autumn 2- Getting started with Music Tech. How does Music bring us together?	**Cycle A** **Charanga Units** Spring 1 – Emotions & Musical styles. How does Music connect us with our own past? (1 class DPA sessions) Spring 2 – Exploring key and time signatures. How does Music improve our world?	**Cycle A** **Charanga Units** Summer 1 – Introducing chords. How does Music teach us about our community? (1 class DPA sessions) Summer 2 – Identifying important musical elements. How does Music connect us with the environment?	**Cycle B** **Charanga Units** Autumn 1 – Glockenspiel Stage 1 (1 class DPA sessions) Autumn 2 – Developing melodic phrases. How does Music bring us together?	**Cycle B** **Charanga Units** Spring 1 – Understanding structure and form. How does Music connect us with our past? (1 class DPA sessions) Spring 2 – Gaining confidence through performance. How does Music improve our world?	**Cycle B** **Charanga Units** Summer 1 – Exploring notation further. How does Music teach us about our community? (1 class DPA sessions) Summer 2 – Respecting each other through composition. How does Music connect us with the environment?
Physical Education	Games Invasion - Football Y5 Refine dribbling and passing skills, combining these skills together to maintain possession. Understand why they must win the ball back exploring basic defensive strategies and techniques to help them do so. Develop defending skills; tackling, pressuring and marking. Apply simple defensive tactics during a game to prevent attacking opportunities. Develop shooting, applying this into game situations. Develop their shooting technique when pressure is applied by a defender.	Dance Y6 - Carnival Create group movements selecting and applying choreography into a routine. Use their bodies to perform technical movements with control and rhythm. Experience dances from different cultural traditions. Create movements from a stimulus creating dances that use compositional principles. Review, describe and evaluate our dance performances. Rehearse and perform their dance sequences with technical control and a good sense of rhythm.	Games Striking and Fielding - Rounders Y5 Ensure that all pupils understand the role of the batting and fielding team. Exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Understand that if the batter misses the ball they can still score 1/2 a rounder and the fielding team can use tactics to prevent the batters from scoring. Explore the skill set of each team and tactically select players to play in positions that utilise their skills.	Games Invasion Handball Y6 Consolidating pupils' ability to use passing and moving skills to keep possession and score. Develop pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games. Apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot. Ensure pupils fully understand that they are defending as soon as they lose possession of the ball. To react instantly when they lose possession and explore which defensive tactic works best for their team.	Gymnastics – Counter balances & counter tension Y5 Apply "excellent gymnastics" to everything pupils do, and explore the new concept of counterbalance Transfer the counterbalances pupils created onto apparatus and explore how to move out of them and off the apparatus. Pupils will start with a counterbalance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence. Apply, "excellent gymnastics", to everything pupils do, and	Games Net/Wall - Tennis Y6 To develop our understanding of how we can win a game of doubles tennis. Develop pupils' ability to think tactically about which shot to play, during a game. Develop their understanding of when, where and why they are selecting to play that shot to win a point. Pupils organise, umpire and manage round robin games. Work in mixed abilities with both pupils acting as coaches providing constructive feedback to each other.

	Understand where, when and why we shoot. Apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity. Apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity. Begin to develop an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games. Are pupils able to pass, dribble, move and shoot accurately and consistently? Can pupils adapt their own tactics in order to improve their own performance? Can pupils officiate the games? Can pupils collaborate in their teams ensuring that everyone is involved?	Do pupils' dances show clarity, fluency, accuracy and consistency? Can pupils perform as part of a big group? Can pupils make improvements to other pupils' work? Can pupils keep trying even when they make a mistake? Key Knowledge To know how to move in an aesthetically pleasing way. To know how to create a dance routine <u>Outdoor Adventure Activities</u> <u>Problem Solving Y6</u> Understand what makes an effective team with the focus on cooperation and responsibility. Understand what makes an effective team with the focus on communication. Learn why motivating each other is important when working in a team. Why motivating each other is important when working in a team in an unfamiliar environment.	Apply prior knowledge of fielding and tactical thinking in ability games. Bring together all of the learning in this unit to play a tournament. Can the fielders return the ball quickly with increased accuracy? Can pupils consistently get the batters out if they hit or miss the ball? Can pupils adapt their own tactics in order to improve their performance? Can teams organise themselves to maximise their fielding efficiency? Can pupils strive to win games by consistently trying their hardest? Key knowledge To know the rules of rounders To know the technique points in catching and batting. <u>Athletics Y6</u>	Apply their tactics and decision making when defending in different game scenarios. Consolidate the pupils' understanding of handball, applying effective attacking and defending skills in set ability teams (level 1 tournament). Apply effective attacking and defending skills in a mixed ability team tournament. Are pupils able to pass, move and shoot accurately and consistently? Do pupils switch fluidly between attacking and defending as possession changes? Can pupils give feedback to their team members to help improve their success? Can pupils manage the games themselves, selecting which players play in which position? Do pupils respect the rules? Key Knowledge To know how to play handball	explore the new concept of counter tension. Perform in front of an audience and peer assess their partner. Can pupils rehearse their sequences ensuring excellent gymnastics and interesting gymnastics applying flow? Is there evidence of fluidity in pupils' performances? Do pupils recognise the strengths and weaknesses of their own routine? Do pupils respect all pairs as they perform? Can pupils manage their emotions when performing their routine? Key knowledge To know how to perform a variety of counterbalances To know what makes a gymnastic performance excellent. <u>Health Related Fitness</u> <u>Health Related Exercise Y5</u>	Apply tactics in a tournament. Can pupils serve the ball with accuracy and pace to the correct area of the court? Can pupils hit the ball into space to win the rally and score a point? Can pupils collaborate with their, 'doubles' partner? Can pupils organise positions on the court? Can pupils umpire their games? Can pupils strive to win matches by consistently trying their hardest? Key knowledge To know the rules of tennis To know the technique points of a forehand and backhand <u>Athletics</u> <u>Athletics Y5</u> Develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.

	Do pupils respect the rules even if they make a mistake? Key Knowledge To understand how a team keeps possession successfully. To understand how a team can win the ball back from the opposition. <u>Gymnastics – Matching & Mirroring Y6</u> Apply "excellent gymnastics" to everything pupils do and explore the concept of matching. Transfer matching sequences onto apparatus. Explore how the apparatus can change and improve their movements. Apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring. Transfer the mirroring sequences onto apparatus. Bring together their matching and mirroring movements, to create a final sequence.	Are pupils able to think tactically and suggest good ideas for completing the challenges? Do pupils take responsibility for others and leading the group in an effective way? Do pupils continue to try their best and control their emotions even when finding an activity challenging? Key Knowledge To know how to communicate with others To know how to work as a team.	<u>Athletics</u> Recap learning related to running for speed and culminate this into a competition. Recap learning related to running for distance and culminate this into a competition. Recap learning related to throwing and culminate this into a competition. Recap learning related to jumping and culminate this into a competition. Recap learning for jumping, throwing and running and culminate this into a mini athletics competition. Bring together the suggested sequence of learning for jumping, throwing and running into a mini team athletics competition. Can pupils' be responsible for selecting which pupils compete in each event?	To know the technique points to perform the handball skills. To know how to perform productively as a team. <u>Dance Y5 – Greeks</u> Use expressive vocabulary to enhance movement quality and dynamics during dance. Pupils will learn to interpret and respond to music creating dances using compositional principles. Create movement in pairs using improvisation, to select and choreograph ideas into a sequence. Use their bodies to perform technical movements with control and balance and good dynamics. Extend dance skills by using more complex interacting movements and actions and incorporate apparatus. Sustain their characters to add drama and emotion to their dance. Create a performance which will included stage presence, timing, rhythm and sustaining character.	To complete 4 health related fitness assessments. To record their scores, ready to compare them against their scores recorded at the end of the programme in week 6. Understand the functions of the cardiovascular system and how aerobic fitness affects our bodies. To perform a cardio circuit developing their own aerobic fitness. Understand the meaning of flexibility and how flexibility affects our bodies. To perform a flexibility circuit developing their own flexibility. Understand the meaning of strength and how strength affects our bodies. Perform a strength circuit developing their own strength. Are pupils able to warm themselves up?	Understand what the consequences are if they slow down before crossing the finish line. Evaluate their own and others sprinting technique making suggestions on how they can improve their performance on the three different phases of a sprinting race; start, middle and finish. Pupils will start to understand and apply changeover tactics. Learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance. Can pupils make their bodies run as fast as possible? Can pupils run with their head up and focused forwards? Are pupils holding their hands ready, palms upwards? Can pupils collaborate and run in a team? Can pupils work as part of a team?

	Apply two matching and two mirroring movements in any order. Can pupils create a pair matching and mirroring sequence on apparatus? Is there evidence of fluidity in pupils' performances? Do pupils understand the difference between matching and mirroring? Are pupils collaborating effectively with their partners? Can pupils manage their emotions when performing their routines? Key knowledge To know what "excellent gymnastics is" To know what matching and mirroring is. To understand how to link movements to create a sequence		Can pupils show the correct techniques for the running and field events? Are pupils able to evaluate their peers and make suggestions that will improve their partner's performance? Can pupils remain positive even if they are not winning competitions? Key knowledge To know the technique points in running, jumping and throwing events.	Can pupils accurately copy and follow the routine? Can pupils move convincingly as an Olympian and stay in character? Can pupils stay positive and support each other? Can pupils keep trying even when they make a mistake? Is there evidence of a well-planned routine that includes stage presence, timing, rhythm and sustaining character? Key Knowledge To know how to move in an aesthetically pleasing way. To know how to create a dance routine	Are pupils able to take their pulse? Do pupils understand the impact of exercise on the aerobic system? Can pupils see an increase in their pulse rate between resting and the warm up? Are pupils able to encourage their partners as they work through the circuit? Do pupils continue to try and improve their own performance? Key knowledge To know that you must not give up when you find something physically challenging. To know how our bodies respond to exercise. To know what the technical terminology for the different types of fitness.	Key knowledge To know the technique points in running, jumping and throwing events.
Religious Education	**AT1 - Christianity Unit 9: Who was Jesus?** Christians believe that:	**SP1 - Christianity Unit 10: Christians and the World**	**SU1 - Buddhism Unit 3: The Sangha** This unit introduces pupils to the traditional	**AT1 - Islam Unit 6: The Five Pillars of Islam**	**SP1 - Christianity Unit 11: Faith in Action** In this unit pupils will encounter people who	**SU1 - Islam Unit 8: The Umman** The Ummah – world family of Muslims, the

	- Jesus is God's son; He is both human and more than human. - Jesus showed his divine power as a miracle worker. - Jesus' teaching and life give humans the perfect example. - How this influences Christian beliefs about life and death. This unit builds on knowledge about Jesus gained from all earlier units. <u>Key Knowledge & Skills:</u> • *Can they recall knowledge about Jesus: his birth, parables he taught, how he changed the lives of people he met, his death and resurrection?* • *Can they recall that the Bible contains different types of writing?* • *Do they know that prophets told people what would happen in the future?* • *Do they know that Christians believe the Isaiah prophecies where*	There are some places that are important to Christians in the UK and the wider world – what makes them important and what Christians gain from visiting them. Jesus' contemporary followers are world-wide. The Church is an international fellowship of Christianity. This unit builds on knowledge about Christians and places that are special top them in the locality. It further develops pupils' understanding about the world family of Christians as they discover information about places that matter to Christians in the UK and around the world. <u>Key Knowledge & Skills:</u> • *Can they consider why places are special to themselves and to others?* • *Can they give value to the special places of others?* • *Can they consider times when people plan to make journeys to places that are special to them?* • *Can they share ideas about places that are special to them?*	Buddhist community, locally and worldwide. This unit builds on Unit I 'The Buddha' and introduces pupils to the idea of a faith community where people live their lives according to the teachings of their faith. It introduces the idea of the Buddhist community locally and worldwide. <u>Key Knowledge & Skills:</u> • *Do they know that to Buddhists the Three Jewels or Triple Gem (Buddha, Teachings or Dhamma and Sangha or spiritual community) are very important?* • *Do they know that a Buddhist Community is made up of ordained and lay people?* • *Do they know that in the Buddhist community there are ordained monks, nuns, priests and lay people?* • *Do they know that Buddhists 'seek refuge' in the Three Jewels or Triple Gem. (Buddha, Teachings or Dharma and community)?* • *Do they understand what 'seeking*	The Five pillars of Islam are the foundation of Muslim life: - belief in Allah and belief in Prophet Muhammad (pbuh) as the final Messenger; - prayer to Allah by 5 daily salat; - giving charity and doing charitable works; - visiting Makkah for Hajj; - fasting. This unit develops pupils' knowledge and understanding of the significance of worship in the lives of Muslims and precedes a unit further developing understanding of the place of Hajj in the life of Muslims. <u>Key Knowledge & Skills:</u> • *Can they recall what is already known about the instructions Allah has given to Muslims?* • *Do they know the term 'five pillars' and understand what they are?* • *Do they know that the Shahadah is a statement of belief for Muslims?*	followed the example of Jesus both in the past and as contemporary followers world-wide. They will consider the impact of Christian belief on peoples' lives in terms of vocation and daily life. In this unit pupils will draw on their knowledge of Jesus' teaching and relate this to the lives of a number of key people. <u>Key Knowledge & Skills:</u> • *Do they know some of Jesus' teaching about putting Christian beliefs into action?* • *Can they consider how this teaching might influence behaviour?* • *Do they know in detail about the life and work of a Christian who has put their faith into action?* • *Do they know about the lives and work of the Christian studied by members of other groups?* <u>Key Vocabulary:</u> *Christian, Christianity, faith, influence, vocation, conscience, monk, nun, monastery, monastic, vow, convent, hospital, athlete, mission, missionary, temptation,*	spread of Islam and its multicultural nature. The Qiblah, Hajj, Id ul Adha, Mosques, the Jumu'ah prayer. How Muslim families and communities practise their faith, and the contributions this makes to local life. Beliefs in action in the world: how Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment. This is the final unit in the Primary phase. It revisits and develops knowledge from the previous 7 units, contextualising into the family lives of 7 Muslim children around the world. <u>Key Knowledge & Skills:</u> • *Can they recall prior knowledge about the Qiblah and the Hajj?* • *Do they know that Muslims live around the world?* • *Do they know that the Ummah is the world family of Islam?* • *Do they know that all Muslims face Makkah to pray?* • *Do they know that names are chosen to remember people*

	fulfilled when Jesus was born? • *Do they know that Jesus performed miracles?* • *Do they know what Jesus claimed about himself: I am the light of the world, I am the Good Shepherd?* • *Do they know that Jesus had enemies amongst the rulers of the country and religious leaders?* • *Do they know the story of the cleansing of the temple?* • *Do they know the story of what happened after Jesus was arrested?* • *Do they know that Jesus forgave people who hurt him?* • *Do they know that Christians believe that Jesus is God's son and that he came back to life and that this is celebrated on Easter Day?* • *Can they explain that Lent is a time of preparation for Easter?* <u>Key Vocabulary:</u> *Jesus, God, miracle, example, Light of the*	• *Do they understand the meaning of the words pilgrim and pilgrimage?* • *Can they consider the journey of the Magi as the first pilgrimage, and examine and explore the meaning in a painting of the journey of the Magi?* • *Do they know that a pilgrimage is a special, physical journey for a spiritual purpose?* • *Can they consider times when Christian people plan to make journeys to places that are special to them?* • *Do they know about places of Christian pilgrimage?* • *Can they express feelings about the concept of pilgrimage?* <u>Key Vocabulary:</u> *Christian, Christianity, special, shell, Magi, journey, pilgrimage, meaning, pilgrim, destination, travel, symbol, place names* _____ _____ ___ **SP2 - Judaism Unit 4: Passover**	*refuge' means to Buddhists?* • *Do they know the importance of reflection and meditation to Buddhists?* • *Can they consider how people should treat special objects and how people should behave in a special place?* • *Do they know that Bodhgaya is a special place for Buddhists worldwide, why that is so and how Buddhists visit it on Pilgrimage?* • *Do they know that Buddhists try to follow the example of Buddha and live by his teachings?* • *Do they know that Buddhists try to alleviate suffering by practising the Dhamma and being kind to other people and all life?* <u>Key Vocabulary:</u> *Buddha, Buddhism, Buddhist, mantra, community, lay, ordained, refuge, nun, shaven , Three Jewels, Triple Gem, Dhamma, pilgrimage, robe, Bodhgaya, symbol, Sangha, bowl*	• *Do they know what the Shahadah means?* • *Can they recall the importance of prayer to Muslims?* • *Do they know why Muslims pray and the symbolism of the prayer positions?* • *Can they consider responsibility for one's actions?* • *Do they know that Sawm (fasting) is the next pillar of Islam?* • *Can they recognise the contrast between feasting and fasting?* • *Do they know that Zakah is charitable giving in Islam?* • *Can they recognise that charity is an important part of celebration at Eid?* • *Do they know what Hajj means?* <u>Key Vocabulary:</u> *Islam, Muslim, Allah, Prophet, Shahadah, Sawm, Ramadan, Fast, Makkah, Hajj, Zakah, charity, pillar, Salah* _____ _____ ___ **AT2 - Sikhism Unit 4: Living a Sikh Life** The Amrit Ceremony.	*inspire, inspiration, persecution, fulfilment, Quaker, friend* _____ _____ ___ **SP2 - Islam Unit 7: Hajj: The Journey of a Lifetime** Muslims follow the traditions of Prophet Muhammad (pbuh) and the teachings of Allah. Visiting Makkah for the Hajj. The Ka'aba - the first house of worship for the one true God, built by Prophets Ibrahim & Isma'il. The role of the Ka'aba in the Hajj. The celebration of Id ul Adha at the end of the Hajj. Builds on knowledge about Prophet Muhammad (pbuh), the giving of Allah's message and the contents of the Qur'an, the Five Pillars of Islam and how important these are to Muslims. <u>Key Knowledge & Skills:</u> • *Do they know that some places have a religious meaning and are 'sacred space'?* • *Do they know that Hajj is a pilgrimage made to the House*	*from the past that can be inspirational?* • *Do they know that the Prophet discouraged the use of bad names?* • *Do they know that Hadith, the sayings of the Prophet, can have special meaning for people and help them to lead a good life?* • *Can they consider how the mosque is important to a Muslim community?* • *Do they know about Zakah and Sadaqah – two different ways that Muslims are expected to support the needy?* • *Do they know the importance placed on charity by Prophet Muhammad (pbuh)?* • *Do they know that Muslims believe they have a responsibility to protect and improve the environment and support the needy?* • *Do they know that the Jumu'ah prayer is important to Muslims?* • *Do they know that Muslims around the world, including children studied in the unit, learn Arabic*

	World, Good Shepherd, prophecy, storm, witness paralysed, resurrection, Bible, Sermon, crucified crucifix **AT2 - Islam Unit 5: Prophet Muhammad (pbub) The Final Messenger** Allah sent messengers (Prophets) to give his guidance. Allah's promise to Adam and all people. Prophets Nuh, Musa, Sulayman & Ibrahim. The religious and social context of the time of Prophet Muhammad (pbuh) – an age when people had turned away from earlier messages from God. Prophet Muhammad (pbuh) was chosen by Allah and was the final Messenger from Allah. Revelation of Qur'an – the final message. Prophet Muhammad's (pbuh) teaching of the Qur'an and the establishment of the first Muslim Community. Builds on knowledge about Prophet Muhammad (pbuh) in Units 1 & 2 and the giving of the message. <u>Key Knowledge & Skills:</u>	Celebrations and special meals. The context of the Pesach (Passover) festival, the story attached to it, how it is celebrated and its inner meaning. Symbolism attached to Pesach - freedom. Moses, the giving of the Ten Commandments. The Promised Land - Israel & symbols. This unit builds on work covered in previous units of Judaism on Kashrut and Shabbat. It introduces pupils to a significant festival in the Jewish calendar that is celebrated in the home. The Pesach meal develops ideas about freedom. This festival also introduces pupils to Jewish beliefs about their relationship to Israel. <u>Key Knowledge & Skills:</u> • *Do they know that Passover is a Jewish festival celebrated in the spring?* • *Do they know that Moses is important in the story and that he was raised as an Egyptian?* • *Do they know that God gave Moses a job that he found hard?*	**SU2 - Hinduism Unit 4: Personal Identity and Belonging** The diversity represented in the school and what makes each person's unique identity. The journey of life in Hinduism – life, death & rebirth 4 ashramas - birth, wedding, retirement, seeking God. Funeral rites and the Ganges. This is the last Unit of Hinduism in the Primary phase. It revisits Hindu beliefs about God and the soul from unit 2 and looks at how the journey of life in Hinduism is an expression of beliefs about life and death. <u>Key Knowledge & Skills:</u> • *Can they consider what makes each person unique and that although we are all unique we share experiences, feelings etc.?* • *Do they know that Hindus believe that everyone has a spark of God inside them?* • *Do they know that Hindus believe that God is the same for*	Belonging to the Sikh community. The Gurdwara. Values by which Sikhs live. Marriage. This is the final unit on Sikhism for the Primary phase. It builds upon work covered in all the previous units and brings this together into the concept of a life journey lived according to Sikh beliefs and values. The significance of the Gurdwara as a centre for community values and community and family celebrations is emphasised. <u>Key Knowledge & Skills:</u> • *Do they know the names and symbolism of the 5 Ks?* • *Do they know that the Khalsa is the name given to Sikhs who have made a commitment to live their lives fully according to Sikh beliefs?* • *Can they share thoughts about what 'leading a pure life' might mean?* • *Do they know the significance to a Sikh of the Amrit Ceremony?*	*of Allah in Makkah and is one of the obligatory duties for Muslims?* • *Do they know that Makkah is where the Ka'aba is situated?* • *Do they know and understand the significance of what pilgrims do?* • *Do they know that the experience of Hajj is deeply spiritual whilst at the same time being physically and emotionally challenging?* • *Do they know how the festival of Id ul Adha is associated with the Hajj?* • *Do they know how Id ul Adha is celebrated?* • *Can they demonstrate their understanding of the Hajj experience for Muslims?* <u>Key Vocabulary:</u> *Islam, Muslim, Prophet, Ibrahim, Muhammad, Hajj, Makkah, Ismail, salat, Qu'ran, Mosque, Ka'aba, Id ul Adha, pilgrimage, Madinah, Ummah, Ihram, Sa'y Mina, Arafat*	*in order to read Qur'an?* • *Do they know that Hajj is a significant experience for Muslims?* • *Do they know that the world family of Muslims is a multicultural family?* • *Do they know about the festival of Id ul Adha?* <u>Key Vocabulary:</u> *Islam, Islamic, Muslim, Arabic, Prophet Muhammad, Salah, Ummah, Makkah, Hajj, Qiblah, Qur'an, mosque, Hadith, Jumu'ah* **SU2 - Christianity (transition unit): Salvation Army**

	• *Can they recall the story of creation?* • *Do they know the story of Prophet Adam?* • *Do they know that Allah sent prophets with messages?* • *Do they know that Muslims show respect for Allah's prophets?* • *Do they know that the Prophets reminded people that there is One God who should be worshipped?* • *Do they know that the Ka'aba was built by Prophets Ibrahim and Ismail as the first Mosque?* • *Do they know that Prophet Muhammad (pbuh) was chosen by Allah?* • *Do they know what life was like before Islam?* • *Do they know that the first Muslims were persecuted because of what they believed?* • *Do they understand that people chose to become Muslim?* • *Do they know that Prophet Muhammad (pbuh) was invited to Madinah where they wanted him to teach*	• *Can they recall the exodus of the Jews from Egypt?* • *Do they know how the festival of Passover is a freedom festival?* • *Can they reflect on the meaning of freedom to themselves, the characters in the story and people today?* • *Do they know how families prepare for Passover?* • *Can they consider feelings about looking forward to special times?* • *Do they know how families celebrate Passover?* • *Can they explain the symbolism of the food at a Passover meal?* • *Do they know that the journey in the desert took many years and would end in Israel, 'The Promised Land'?* • *Do they know that during the journey Moses went up Mount Sinai and received the Ten Commandments?* <u>Key Vocabulary:</u> *Judaism, Jewish, freedom, Haggadah,*	*all of us even if we understand and worship God in different ways?* • *Do they know that when a baby is born Hindus welcome this soul 'back' into the world?* • *Do they know that Ganesh is worshipped as the deity of beginnings?* • *Do they know the Hindu stages of life - the ashramas?* • *Do they know that Hindus believe that during a wedding the souls of the bride and groom become linked?* • *Do they know that promises made during a wedding are about making a life commitment?* • *Can they consider what it means to retire?* • *Do they know about the last ashrama and what happens when someone dies in Hinduism?* • *Do they know that Hindus believe that pilgrimage, meditation and worship are ways to contact God who is in everyone's heart throughout life's journey?*	• *Do they know that Amrit is a sugar / water nectar used by Guru Gobind Singh as a symbol of belonging when the Khalsa was founded?* • *Do they know rules by which a Khalsa member promises to live?* • *Can they consider how difficult it might be to follow these rules?* <u>Key Vocabulary:</u> *Sikh, Sikhism, Khalsa, Amrit, Kirat, Karna, Panj, Pyares, Vand, Chhakna, Sewa, Kesh, Kara, Kangha, Kacchera, Kirpan, Gurdwara*		

	them the Islamic way of life? • *Can they consider what an ideal community would be?* • *Do they know that Muhammad (pbuh) established the first Islamic Community?* <u>Key Vocabulary:</u> *Islam, Muslim, Allah, Prophet, Adam, Hawa, Iblis, Satan, Muhammad, Hadith, Makkah, Madinah, Qu'ran, slaves, idol, justice, community*	*Exodus, symbol, Passover, Pesach, slave, slavery, community, Matzah, Seder, Kosher, Egypt, Moses, plague, Israel*	<u>Key Vocabulary:</u> *Hinduism, Hindu, Ganesh, Ganges, Atman, Benares, birth, soul, rebirth, reincarnation, celebration, Prayag, student, wedding, retire, retirement, unique, Ayodhya, ashrama, Namaste, temple, Mandir, mandap, Mathura*			
PSHE	PoS Refs: R14, R15, R16, R17, R18, R26 Managing friendships and peer influence • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication	PoS Refs: L4, L5, L19 Protecting the environment; compassion towards others • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment	PoS Refs: H8, H9, H10, H12 Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed	PoS Refs: R1, R2, R3, R4, R5, R7 Attraction to others; romantic relationships; civil partnership and marriage • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and	PoS Refs: L8, L9, L10, R21 Valuing diversity; challenging discrimination and stereotypes • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this	PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24 What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental

	• that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships PoS Refs: R9, R25, R26, R27, R29 Physical contact and feeling safe • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or	• to express their own opinions about their responsibility towards the environment PoS Refs: L12, L14 How information online is targeted; different media types, their role and impact • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information PoS Refs: L27, L28, L29, L31, L32 Identifying job interests and aspirations; what influences career choices; workplace stereotypes	• that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment PoS Refs: H30, H31, H32, H34 Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing	commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried PoS Refs: R26, R28, R29 Recognising and managing pressure; consent in different situations • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure	PoS Refs: H37, L11, L13, L15, L16 Evaluating media sources; sharing things online • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact	wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss

	unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact PoS Refs: R20, R21, R31, R33 Responding respectfully to a wide range of people; recognising prejudice and discrimination • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on	• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, Training **Year 5** **Key skills-** Can they see the bigger picture in order to select the best strategy to problem solve, weighing up options, outcomes and consequences? Are they able to independently set out realistic solutions to achieve a desired goal acknowledging obstacles?	regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty PoS Refs: H38, H43, H44, H45 Keeping safe in different situations, including responding in emergencies and first aid • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services **Year 5** **Key skills-** Can they see the bigger picture in order to select the best strategy to	from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different Situations PoS Refs: R30, R34 Expressing opinions and respecting other points of view, including discussing topical issues • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or Disagreements **Year 5** **Key skills-** Can they see the bigger picture in order to select the best strategy to	PoS Refs: L18, L22, L23, L24 Influences and attitudes to money; money and financial risks • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks **Year 5** **Key skills-**	• to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online PoS Refs: H24, H35, H36 Increasing independence; managing transition • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up

	individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online **Year 5** **Key skills-** Can they see the bigger picture in order to select the best strategy to problem solve, weighing up options, outcomes and consequences? Are they able to independently set out realistic solutions to achieve a desired goal acknowledging obstacles? Are they able to suggest or demonstrate solutions to resolve challenges within different relationships e.g., peer pressure, gossip, teasing, family challenges? Can they understand the need for tolerance when discussing stereotypes and discrimination? Greater depth ~ Can they support others in problem solving without needing recognition or self-gain? Can they demonstrate tolerance towards others and act appropriately? **Year 6** **Key skills-**	Are they able to suggest or demonstrate solutions to resolve challenges within different relationships e.g., peer pressure, gossip, teasing, family challenges? Can they understand the need for tolerance when discussing stereotypes and discrimination? Greater depth ~ Can they support others in problem solving without needing recognition or self-gain? Can they demonstrate tolerance towards others and act appropriately? **Year 6** **Key skills-** Can they problem solve for others weighing up options and outcomes e.g., Peer Supporters? Do they recognise the feeling of stress and know how to seek support? Are they able to prioritise and organise their study and leisure time independently? Are they aware of strategies for conflict resolutions? Are they able to demonstrate an understanding of respect within the school and wider community? Are they able to acknowledge their own	problem solve, weighing up options, outcomes and consequences? Are they able to independently set out realistic solutions to achieve a desired goal acknowledging obstacles? 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Are they able to prioritise and organise their study and leisure time independently?	or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school PoS Refs: H37, H42, H46, H47, H48, H49, H50 Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across

	Can they problem solve for others weighing up options and outcomes e.g., Peer Supporters? Do they recognise the feeling of stress and know how to seek support? Are they able to prioritise and organise their study and leisure time independently? Are they aware of strategies for conflict resolutions? Are they able to demonstrate an understanding of respect within the school and wider community? Are they able to acknowledge their own personal challenges and demonstrate resilience in moving forwards? Greater depth ~ Could they explain who they would seek support from to deal with stress and why? Are they able to demonstrate empathy towards both parties in a conflict? Can they demonstrate self-awareness of their own mental health?	personal challenges and demonstrate resilience in moving forwards? Greater depth ~ Could they explain who they would seek support from to deal with stress and why? Are they able to demonstrate empathy towards both parties in a conflict? Can they demonstrate self-awareness of their own mental health?	Are they aware of strategies for conflict resolutions? Are they able to demonstrate an understanding of respect within the school and wider community? Are they able to acknowledge their own personal challenges and demonstrate resilience in moving forwards? Greater depth ~ Could they explain who they would seek support from to deal with stress and why? Are they able to demonstrate empathy towards both parties in a conflict? Can they demonstrate self-awareness of their own mental health?	Are they aware of strategies for conflict resolutions? Are they able to demonstrate an understanding of respect within the school and wider community? Are they able to acknowledge their own personal challenges and demonstrate resilience in moving forwards? Greater depth ~ Could they explain who they would seek support from to deal with stress and why? Are they able to demonstrate empathy towards both parties in a conflict? Can they demonstrate self-awareness of their own mental health?	Are they aware of strategies for conflict resolutions? Are they able to demonstrate an understanding of respect within the school and wider community? Are they able to acknowledge their own personal challenges and demonstrate resilience in moving forwards? Greater depth ~ Could they explain who they would seek support from to deal with stress and why? Are they able to demonstrate empathy towards both parties in a conflict? Can they demonstrate self-awareness of their own mental health?	an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might

						influence opinions and decisions **Year 5** **Key skills-** Can they see the bigger picture in order to select the best strategy to problem solve, weighing up options, outcomes and consequences? Are they able to independently set out realistic solutions to achieve a desired goal acknowledging obstacles? Are they able to suggest or demonstrate solutions to resolve challenges within different relationships e.g., peer pressure, gossip, teasing, family challenges? Can they understand the need for tolerance when discussing stereotypes and discrimination? Greater depth ~ Can they support others in problem solving without needing recognition or self-gain? Can they demonstrate tolerance towards others and act appropriately? **Year 6** **Key skills-** Can they problem solve for others weighing up

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