Year 5 Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Writing | The whale<br>Setting Narrative<br>Newspaper Report | Leaf<br>Outsider narrative<br>Diary | Arthur and the golden rope<br>Myth<br>Info Guide | The Promise<br>Character Narrative<br>Bargain letter | The Lost Book of adventure<br>Survival narrative<br>Survival guide | King Kong<br>Dilemma narrative<br>Balanced argument |
| Reading | <u>Autumn 1: Year 4</u><br>P – And everything will be glad to see<br>NF – Kid vs adults, ultimate quiz book<br>F – Tales from Africa and Caribbean folk tales<br><br>NF – 42 Artists everyone knows<br>F – The song walker<br>P – Over to you | <u>Autumn 2: Year 4</u><br>NF – Atlas of ocean adventures<br>F – The legend of Podkin one-ear<br>P – The lost words<br><br>NF – Start to cook<br>F – Viking boy<br>P – Love that dog | <u>Spring 1:</u> Year 4<br>NF - You can do anything<br>F – The girl who stole and elephant<br>P – The complete nonsense of Edward Lear<br>NF – 100 forest school activities<br>F – The boy at the back of the class<br>P – Odder | <u>Spring 2: Year 5</u><br>NF – The moon<br>F – Ballet shoes<br>P – 100 best poems<br><br>NF – Knowledge encyclopaedia: space<br>F – Storm keeper's island<br>P – Wonderland: Alice in poetry | <u>Summer 1: Year 5</u><br>NF – Mythologica<br>F – The nowhere emporium<br>P – Where my wellies take me<br><br>NF – The illustrated encyclopaedia of ugly animals<br>F – No Ballet shoes in Syria<br>P – Tiger, tiger burning bright | <u>Summer 2: Year 5</u><br>NF – Magic your mind happy<br>F – Kick<br>P – Inside out and back again<br><br>NF – Windrush child<br>F – Sky song<br>P – Fear and the last snow deer. |
| Maths focus | **Place Value**<br>Step 1: **Roman Numerals to 1000** (Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals)<br>Step 2: **Numbers to 10,000** (Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000)<br>Step 3: **Numbers to 100,000** (Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000) | | **Multiplication and Division B**<br>Step 1 Multiply up to a 4-digit number by a 1-digit number<br>Step 2 Multiply a 2-digit number by a 2-digit number (area model)<br>Step 3 Multiply a 2-digit number by a 2-digit number<br>Step 4 Multiply a 3-digit number by a 2-digit number<br>Step 5 Multiply a 4-digit number by a 2-digit number<br>Step 6 Solve problems with multiplication<br>Step 7 Short division<br>Step 8 Divide a 4-digit number by a 1-digit number<br>Step 9 Divide with remainders<br>Step 10 Efficient division<br>Step 11 Solve problems with multiplication and division | | **Shape**<br>• **Step 1** Understand and use degrees<br>• **Step 2** Classify angles<br>• **Step 3** Estimate angles<br>• **Step 4** Measure angles up to 180°<br>• **Step 5** Draw lines and angles accurately<br>• **Step 6** Calculate angles around a point<br>• **Step 7** Calculate angles on a straight line<br>• **Step 8** Lengths and angles in shapes<br>• **Step 9** Regular and irregular polygons<br>• **Step 10** 3-D shapes | |

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| | Step 4: **Numbers to 1,000,000** (Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000)<br>Step 5: **Read and Write numbers to 1,000,000**<br>Step 6:**Powers of 10** (Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Solve number problems and practical problems that involve the above)<br>Step 7: **10/100/1000/10,000/100,000 more or less** (as above)<br>Step 8: Partition numbers to 1,000,000 (Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit)<br>Step 9: **Number line to 1,000,000** (Read, write, order and compare numbers to at least 100,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000)<br>Step 10: **Compare and order numbers to 100,000** (as above)<br>Step 11: **Compare and order numbers to 1,000,000** (as above)<br>Step 12: **Round to the nearest 10,100,1000**<br>Step 13: **Round within 100,000**<br>Step 14: **Round within 1,000,000**<br><br>**Addition and Subtraction**<br>Step 1: **Mental Strategies** (Add and subtract numbers mentally with increasingly large numbers)<br>Step 2: **Add whole digits more than 4 digits** (Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why)<br>Step 3: **Subtract whole numbers with more than 4 digits** (As above)<br>Step 4: **Round to check answers** (Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy) | **Fractions**<br>Step 1 Multiply a unit fraction by an integer<br>Step 2 Multiply a non-unit fraction by an integer<br>Step 3 Multiply a mixed number by an integer<br>Step 4 Calculate a fraction of a quantity<br>Step 5 Fraction of an amount<br>Step 6 Find the whole<br>Step 7 Use fractions as operators<br><br>**Decimals and Percentages**<br>Step 1 Decimals up to 2 decimal places<br>Step 2 Equivalent fractions and decimals (tenths)<br>Step 3 Equivalent fractions and decimals (hundredths)<br>Step 4 Equivalent fractions and decimals<br>Step 5 Thousandths as fractions<br>Step 6 Thousandths as decimals<br>Step 7 Thousandths on a place value chart<br>Step 8 Order and compare decimals (same number of decimal places)<br>Step 9 Order and compare any decimals with up to 3 decimal places<br>Step 10 Round to the nearest whole number<br>Step 11 Round to 1 decimal place<br>Step 12 Understand percentages<br>Step 13 Percentages as fractions<br>Step 14 Percentages as decimals<br>Step 15 Equivalent fractions, decimals and percentages<br><br>**Perimeter and Area**<br>Step 1 Perimeter of rectangles<br>Step 2 Perimeter of rectilinear shapes<br>Step 3 Perimeter of polygons<br>Step 4 Area of rectangles<br>Step 5 Area of compound shapes<br>Step 6 Estimate area<br><br>**Statistics**<br>Step 1 Draw line graphs<br>Step 2 Read and interpret line graphs<br>Step 3 Read and interpret tables<br>Step 4 Two-way tables | **Position and direction**<br>• Step 1 Read and plot coordinates<br>• Step 2 Problem solving with coordinates<br>• Step 3 Translation<br>• Step 4 Translation with coordinates<br>• Step 5 Lines of symmetry<br>• Step 6 Reflection in horizontal and vertical lines<br><br>**Decimals**<br>• **Step 1** Use known facts to add and subtract decimals within 1<br>• **Step 2** Complements to 1<br>• **Step 3** Add and subtract decimals across 1<br>• **Step 4** Add decimals with the same number of decimal places<br>• **Step 5** Subtract decimals with the same number of decimal places<br>• **Step 6** Add decimals with different numbers of decimal places<br>• **Step 7** Subtract decimals with different numbers of decimal places<br>• **Step 8** Efficient strategies for adding and subtracting decimals<br>• **Step 9** Decimal sequences<br>• **Step 10** Multiply by 10, 100 and 1,000<br>• **Step 11** Divide by 10, 100 and 1,000<br>• **Step 12** Multiply and divide decimals - missing values<br><br>**Negative numbers**<br>• **Step 1** Understand negative numbers<br>• **Step 2** Count through zero in 1s<br>• **Step 3** Count through zero in multiples<br>• **Step 4** Compare and order negative numbers<br>• **Step 5** Find the difference<br><br>**Converting units**<br>• **Step 1** Kilograms and kilometres<br>• **Step 2** Millimetres and millilitres |

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| | Step 5: **Inverse operations (**Addition and subtraction) (Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why)<br>Step 6: **Multi-Step Addition and subtraction Problems** ((Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why)<br>Step 7: **Compare Calculations** (Add and subtract numbers mentally with increasingly large numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why)<br>Step 8: **Find Missing Numbers** (Add and subtract numbers mentally with increasingly large numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why)<br><br>**Multiplication and Division**<br>Step 1: **Multiples** (Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes)<br>Step 2: **Common Multiples** (As Above)<br>Step 3: **Factors** (As above)<br>Step 4: **Common Factors** (As Above)<br>Step 5: **Prime Numbers**<br>Step 6: **Square Numbers** (Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes)<br>Step 7: **Cube Numbers** (As Above)<br>Step 8: **Multiply by 10,100,1000** (Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000<br>Step 9: **Divide by 10,100, 1000** (As Above) | Step 5 Read and interpret timetables | • **Step 3** Convert units of length<br>• **Step 4** Convert between metric and imperial units<br>• **Step 5** Convert units of time<br>• **Step 6** Calculate with timetables<br><br>**Measurement – volume**<br>• Step 1 Cubic centimetres<br>• Step 2 Compare volume<br>• Step 3 Estimate volume<br>• Step 4 Estimate capacity |

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| | Step 10: **Multiples of 10,100,1000** (Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Multiply and divide numbers mentally, drawing upon known facts)<br><br>**Fractions**<br>Step 1: **Find fractions equivalent to a unit fraction** (Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths)<br>Step 2: **Find fractions equivalent to a non-unit fraction (**(Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths)<br>Step 3: **Recognise equivalent fractions (**As Above**)**<br>Step 4: **Convert improper fractions to mixed numbers** (Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements G 1 as a mixed number)<br>Step 5: **Convert mixed numbers to improper fractions** (As Above)<br>Step 6: **Compare fractions less than 1** (Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths)<br>Step 7: **Order fractions less than 1** (As Above)<br>Step 8: **Compare and order fractions greater than 1**<br>Step 9: **Add and Subtract fractions with the same denominator** (Add and subtract fractions with the same denominator, and denominators that are multiples of the same number • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements G 1 as a mixed number)<br>Step 10: **Add fractions within 1** (Add and subtract fractions with the same denominator, and denominators that are multiples of the same number)<br>Step 11: **Add fractions with total greater than** 1 (As Above)<br>Step 12: Add a mixed Number (As Above)<br>Step 13:Add two mixed numbers (As Above)<br>Step 14:: Subtract Fractions (As Above)<br>Step 15: Subtract from a Mixed Number (As above and Recognise mixed numbers and improper fractions and | | |

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| | convert from one form to the other and write mathematical statements G 1 as a mixed number)<br>Step 16: Subtract from a mixed number – breaking the whole (As above)<br>Step 17:Subtract two mixed numbers (As above) | | | | | |
| Science focus | Properties and uses of materials<br><br>1. How can we compare and group materials?<br>2. Which materials did the builders use when constructing our school and why?<br>3. Which liquid is the thickest?<br>4. Who invents things?<br>5. Can the same container keep cold things cold and hot things hot?<br>6. Which materials are absorbent, permeable or waterproof? | Separating, mixing and changing materials<br>Science Workshop (?)<br><br>1. How can we separate mixtures?<br>2. What happens when we mix liquids and solids?<br>3. What makes a different to how fast salt or sugar dissolves?<br>4. How can we clean up contaminated water?<br>5. What makes a change non-reversible? | Forces and mechanisms<br>Trip – The Industry of Science and Industry<br>1.What is the friction between different surfaces?<br>2.Why do some objects fall faster than others?<br>3.How does the size of the canopy affect the time it takes a parachute to fall?<br>4. How does the shape of an object affect it movement in water?<br>5.How does the number of pulleys affect the force needed to lift a load?<br>6.How does the length of the lever affect the force needed to lift a load?<br>7.How do gears works? | Earth and Space<br>Key person – Sally Ride, Tim Peake<br>Dr. Maggie Aderin-Pocock<br>Link to Art – I need Space<br><br>1.What is in space?<br>2.How do the planets moves?<br>3. How does the position of the sun in the sky change?<br>4. What causes day and night?<br>5. How does the moon move?<br>6. What patterns can we find in data about the planets? | Human Growth<br><br>1. How do newborn babies change into teenagers?<br>2. How do girls become women?<br>3. How do boys become men?<br>4. What is the human life cycle? | Plant and animal life cycles<br>Trip – Use school's allotment<br><br>1.How do flowering plants produce seeds?<br>2. Do all plants have the same number of reproductive parts?<br>3. How can we grow more plants ithout using seeds?<br>4. How do birds change over their lifetime?<br>5. Do all mammals have the same gestation period?<br>6. How do amphibians change throughout their lifecycle?<br>7. Do all insects go through the same lifecycle? |

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| | | 6. How much gas can be produced by a non-reversible change? | | | | |
| History | **The Romans**<br><br>1. To investigate how The Romans changed life in Britain. (The Rise of The Roman Empire).<br>2. To describe and compare daily life as a Roman. (Roman Towns, entertainment. Gladiators, food, clothing)<br>3. To analyse the causes, events, and consequences of Boudica's rebellion against the Roman Empire.<br>4. To identify how Roman culture influenced British art and examine Roman mosaics as a historical source.<br>5. To explore Roman art and recognise its importance during Roman times. | **Anglo-Saxons and Scots**<br><br>Historical concepts - Invasion and Civilization<br><br>1. Identify who the Scots were, where they came from, and how Britain was divided into different kingdoms.<br>2. Compare Anglo-Saxon and Scot civilisations, focusing on how they built homes and | **Vikings**<br>**(Trip to York?)**<br>Key Person – Harold Hadrada<br>Historical concepts - Invasion, Monarchy and Rulers, Legacy<br><br>1. To revise who The Vikings were and Critically evaluate common myths about the Vikings<br>2. Analyze archaeological evidence from Jorvik (York) to understand Viking trade, craft, and urban culture.<br>3. Investigate how Viking religious beliefs shifted from pagan mythology to Christianity and examine its physical legacy.<br>4. Evaluate the life, ambition, and military prowess of King Harald Hardrada.<br>5. Analyze the events of the Battle of Stamford Bridge and why it marked the end of the Viking Age.<br>6. Identify the permanent impact of the Vikings on modern British language, place names, and culture.<br><br>**1. Raid:** A sudden, fast attack on a place to steal goods, food, or treasure.**2. Treaty:** A written agreement signed by two leaders to stop fighting and agree on peace or borders.**3. Conquer:** To take control of a town, country, or piece of land by force in battle.**4. Mercenary:** A soldier who gets paid money to fight for a foreign king or army.**5. Myth:** A famous belief or story that people think is true, but is actually made up or exaggerated. | | |

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| | 6. To evaluate the enduring legacy of the Roman Empire on modern Britain.<br><br>**Key Vocabulary: civilisation, legacy, resistance, Romanisation, Tesserae** | organized their societies (Saxon Hall vs. Gaelic Crannog)<br>3. Analyze military tactics and battle reasons between Anglo-Saxons, Scots, and Picts (e.g., The Battle of Dun Nechtain / Nechtansmere).<br>4. Evaluate how law, justice, and leadership functioned in Anglo-Saxon and Scot societies.<br>5. Evaluate why King Alfred earned the title "The Great" and | |

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| | | how he defended Anglo-Saxon England.<br>6. Assess how Anglo-Saxon and Scot civilisations unified into early forms of England and Scotland. (Kenneth MacAlpin & Alfred the Great)<br><br>**1. Burh:** A fortified Anglo-Saxon town or fort built by King Alfred to protect local people from enemy attacks.**2. Danelaw:** The area in northern and eastern | |

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| | | England ruled by the Vikings after King Alfred signed a peace treaty with them.**3. Monarch:** A royal ruler of a country, such as a King or a Queen.**4. Earthworks:** Large banks or walls made of piled soil and stone built around a settlement for defense.**5. Decree:** An official order or rule given by a King or leader that everyone in the land must follow. | |
| Geography | North and South America | Hills and Coasts<br>Landuse Patterns | Earthquakes and Tectonic Plates<br><br>1. **Internal Structure of the Earth** |

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| | • **Identify and locate the countries of North and South America** on a world map, naming major capital cities, the equator, and the Tropics of Cancer and Capricorn.<br>• **Identify the position and significance of major geographic features** across both continents, including the Amazon Rainforest, the Andes Mountains, the Rocky Mountains, and the Mississippi River.<br>• **Understand geographical similarities and differences** through a | **1. Mapwork & Topography: Identifying Elevation & Physical Features**<br><br>Learn to read contour lines and map symbols on Ordnance Survey (OS) maps to identify landforms, elevation changes, and physical features of hills and coastal areas.<br><br>**2. Physical Processes: Weathering, Erosion, & Deposition**<br><br>Explain how physical processes (erosion, weathering, and deposition) shape coastal features and upland hill environments over time.<br><br>**3. Land Use Mapping: Settlement & Agricultural Patterns**<br><br>Investigate how humans use land differently in hill environments compared to coastal zones.<br><br>**4. Historical Geography: Settlements & Human Settlement Factors**<br><br>Analyze why settlements developed where they did in hilly and coastal regions.<br><br>**5. Environmental Change & Coastal Management**<br><br>Evaluate how human activity and natural processes impact coastal and upland | To describe and label the internal layers of the Earth (crust, mantle, outer core, inner core) and understand their basic properties<br><br>**2. Tectonic Plates & Boundaries**<br><br>To explain that the Earth's crust is broken into tectonic plates and describe how they move (convergent, divergent, and transform boundaries).- Use a practical model.<br><br>**3. Locating the Ring of Fire & Earthquake Zones**<br><br>To locate major tectonic plate boundaries and identify global patterns in earthquake locations using world maps and atlases.<br><br>**4. How Earthquakes Occur (Focus, Epicentre, & Seismic Waves)**<br><br>To explain how seismic energy builds up and releases along fault lines, defining key terms including focus, epicentre, and seismic waves.<br><br>**5.Measuring Earthquakes & Human Impact**<br><br>To compare the severity of earthquakes using the Richter and Mercalli scales and evaluate the impact on human settlements.<br><br>**6. Earthquake Preparedness & Resilient Design** |

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| | comparative study of a region in the UK and a region within North or South America (e.g., comparing the Lake District with the Amazon Basin or New York State).<br><br>• **Describe and understand the key aspects of physical geography** in the Americas, including climate zones, biomes (such as rainforests and deserts), and vegetation belts.<br>• **Describe and understand the key aspects of human geography** in the Americas, including types of settlement, land use, | environments, and explore ways humans manage these changes.<br><br>**6. Fieldwork & Data Collection: Local Land Use Analysis**<br><br>Use fieldwork techniques to record, measure, and present land use patterns and physical features in a local or studied environment.<br><br>**Key vocabulary**<br><br>Topography, Contour Line, Erosion, Land Use, Coastal Defence, Settlement Pattern<br><br>Key location, Milnrow, The Pennines, Blackpool and the Fylde coast | To investigate how communities prepare for tectonic hazards through building design, emergency planning, and early warning systems.<br><br>Key vocabulary Crust, Tectonic plate, fault, Epicentre, seismic waves, Ring of Fire<br><br>**Key Location San Andreas Fault** *(California, USA)*<br><br>**Christchurch / Canterbury** *(New Zealand)* A key primary case study showing real-world impacts, recovery, and how modern towns rebuild with earthquake-resistant structures<br><br>**Mid-Atlantic Ridge** Underwater mountain range down the centre of the Atlantic Ocean. |

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| | economic activity, and the distribution of natural resources like energy, food, and water.<br><br>• **Use maps, atlases, globes, and digital/computer mapping** to locate countries and features, and use the eight compass points and four-figure grid references to describe the location of features on a map.<br><br>Key person-Christopher Columbus.<br><br>Key Location- Amazon Rainforest<br><br>Key Vocabulary Continents, Biome, Rainforest, Hemisphere, | | |

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| | Mountain Range, Urbanisation | | | | | |
| Computing | **Computing Systems and Network – Systems and searching**<br><br>1. To explain that computers can be connected together to form systems<br>2. To recognise the role of computer systems in our lives<br>3. To experiment with search engines<br>4. To describe how search engines select results<br>5. To explain how search results are ranked<br>6. To recognise why the order of results is important, and to whom<br>**Computer System, Search Engine, Index, Web Crawler, Ranking**<br><br>E-Safety Thread Suggestion:<br><br>Discuss search engine reliability, fake news, search result ranking | **Creating Media – Video Production**<br><br>1. To explain what makes a video effective<br>2. To identify digital devices that can record video<br>3. To capture video using a range of techniques<br>4. To create a storyboard<br>5. To identify that video can be improved through reshooting and editing<br>6. To consider the impact of the choices made when making and sharing a video<br><br>**Effective Video, Storyboard, Recording, Reshooting, Editing**<br><br>Discuss video privacy, online permission (consent) before filming or sharing images/videos of others, and understanding age limits and risks on video-sharing platforms. | **Programming A – Selection in physical computing**<br>1. To control a simple circuit connected to a computer<br>2. To write a program that includes count-controlled loops<br>3. To explain that a loop can stop when a condition is met<br>4. To explain that a loop can be used to repeatedly check whether a | **Data and Information – Flat-file databases**<br><br>1. To use a form to record information<br>2. To compare paper and computer-based databases<br>3. To outline how you can answer questions by grouping and then sorting data<br>4. To explain that tools can be used to select specific data<br>5. To explain that tools can be used to select specific data<br>6. To use a real-world database to answer questions<br><br>**Flat-file Database, Record, Field,** | **Creating Media – Intro to Vector graphics**<br><br>1. To identify that drawing tools can be used to produce different outcomes<br>2. To create a vector drawing by combining shapes<br>3. To use tools to achieve a desired effect<br>4. To recognise that vector drawings consist of layers<br>5. To group objects to make them easier to work with<br>6. To apply what I have learned about vector drawings<br><br>**Vector Drawing, Object, Layer, Grouping, Path**<br><br>Discuss digital copyright, giving credit to original creators, and avoiding copying | **Programming B – Selection in quizzes**<br><br>1. To explain how selection is used in computer programs<br>2. To relate that a conditional statement connects a condition to an outcome<br>3. To explain how selection directs the flow of a program<br>4. To design a program which uses selection<br>5. To create a program which uses selection<br>6. To evaluate my program<br><br>**Vector Graphics, Object, Layer, Grouping, Path, Alignment, Selection Tool, Resizing, Node, Canvas**<br><br>Discuss online quizzes, phishing scams, and suspicious pop-ups that use 'interactive questions' |

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| | bias (adverts vs. genuine content), and how to search safely using appropriate search terms. | | condition has been met<br>5. To design a physical project that includes selection<br>6. To create a program that controls a physical computing project<br><br>**Circuit, Count-controlled Loop, Infinite Loop, Condition, Selection**<br><br>Discuss Smart Home tech and automated devices, | **Sorting, Filtering**<br><br>Discuss personal data privacy, what counts as personal information, how online forms collect data, and why personal information should not be shared carelessly online. | or re-using digital graphics without permission when sharing work online. | to collect personal information or trick users into clicking unsafe links. |

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| | | | exploring how connected physical devices collect physical inputs and keep physical environment data safe. | | | |
| RE | L2.6<br>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).<br><br>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).<br><br>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).<br>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). | L2.3<br>Make connections between some of Jesus' teachings and the way Christians live today (A1).<br><br>Describe how Christians celebrate Holy Week and Easter Sunday (A1).<br><br>Identify the most important parts of Easter for Christians and say why they are important (B1).<br><br>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, | U2.6<br>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).<br>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).<br>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).<br>Make connections between the key functions of the mosque and the beliefs of Muslims (A1). | | U2.3<br>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).<br><br>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).<br><br>Explain some similarities and differences between beliefs about life after death (B2).<br><br>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3) | |

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| | | salvation) and illustrate them with events from Holy Week and Easter (A2) | | | | |
| PE | Fitness KS2 Unit 2<br>1. The signs of dehydration.<br>2. Why rest is important, and we should not overdo exercise.<br>3. To maintain balance while performing.<br>4. Why sleep is important.<br>5. What a pyramid workout is.<br>6. The benefits of 'whole body' exercise. | Gymnastics unit 1<br>1. Travel by taking weight on our hands and use it in a sequence<br>2. To create and perform a partner sequence using symmetry.<br>3. To create and perform a partner sequence using asymmetry.<br>4. To perform a counter-balance with a partner.<br>5. To perform smooth transitions between counterbalances using different levels.<br>6. To evaluate each other's work and suggest improvements. | (Gymnastics Unit 2)<br>1. To perform precise symmetrical and asymmetrical balances and combine them with a partner<br>2. To refine balances through mirroring, matching and contact.<br>3. To roll over the shoulder and link with a jump to change level and direction.<br>4. To transform smoothly between symmetrical and asymmetrical counterbalances.<br>5. To link controlled cartwheel actions within partner work.<br>6. To combine our skills into a controlled, creative group performance | Dance unit 1<br>1. How to dance in the style of Bollywood.<br>2. How to create a Bollywood dance duet.<br>3. How to present and appreciate a Bollywood dance.<br>4. How to dance in the Line Dancing style.<br>5. How to create a group Line Dance.<br>6. How to present and appreciate a Line Dance. | Dance unit 2<br>1. To communicate the theme of heroes through our dance.<br>2. To manipulate and develop actions using a range of devices.<br>3. To create interesting and varied dance actions as a group using levels.<br>4. To use jumps to bring power and energy to our dance phrase. | Yoga<br>1. TO perform the breathing technique needed each pose<br>2. To perform that involve flexibility.<br>3. TO perform poses that involve balancing<br>4. To perform poses that involve movement.<br>5. To create their own Yoga routine using the poses that have been taught.<br>6. To deliver a Yoga lesson to a partner. |

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| | OAA<br>Learning objectives:<br>1. To explore different ways of communicating with a blindfolded partner<br>2. To follow a designated route at maximum speed and complete<br><br>a task safely<br>3. To use memory methods to recall different objects whilst navigating<br>4. to use clear communication to recreate a shape as a team<br>5. To use imagination and creative thinking to create the | Netball<br>1. To choose the appropriate pass for different scenarios.<br>2. To find space to receive in a game.<br>3. To use different dodging techniques to outwit a defender and get free.<br>4. To practice and perform pivoting and quick turns.<br>5. To get into closer shooting positions.<br>6. To react and move quickly in isolation and in games. | Football<br>Learning objectives:<br>1. To turn with the ball<br>2. To travel quickly and effectively when running with the ball<br>3. To combine running with the ball and sending it into space<br>4. To maintain their position when attacking to create space<br>5. To perform a stepover to beat a defender<br>6. To control a bouncing ball, keeping it close to the body | Cricket<br>1. To work with a partner to score runs.<br>2. To throw accurately over short distances to get batters out.<br>3. To track and move with the ball to catch it effectively as the wicketkeeper<br>4. To attempt | 5. To show the theme of an attack, performing at a low level.<br>6. To work effectively with others to improve movement quality and performance.<br><br>Athletics<br>1. To run for speed & distance on our own and as part of a team.<br>2. Pacing our run over longer distances.<br>3. Different jumping styles and exploring which ones we can jump further with | Rounders<br>1. To judge how far you can run based on the distance of a hit.<br>2. To throw over short distances with power and accuracy to get batters out.<br>3. To follow the path of the ball to make sure it is |

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| | tallest marshmallow tower<br>6. To send and interpret messages using Morse Code | | | to overarm bowl using the correct grip<br>5. To play a forward defensive shot.<br>6. To set a field in a game to limit the runs scored by a batter. | 4. To use the push-throw technique.<br>5. To exchange a baton within a restricted area.<br>6. To design a running, jumping or throwing activity for others using the step principle. | fielded consistently.<br>4. The backwards hit rule and using it tactically as the backstop.<br>5. To hit the ball into gaps to maximise the chance of scoring.<br>6. To set a field in a game to limit the scoring of a batter. |
| Art | **Sculpture – Paper Quilling**<br><br>Lesson Objectives:<br><br>To research the work of paper artist Yulia Brodskaya and master basic quilling rolling techniques.<br><br>To explore Celtic imagery and use colour theory to express human traits (e.g., bravery, power, fiery nature of Boudica). | **Painting and Mixed media – light and dark**<br><br>Lesson Objectives<br><br>To understand how to lighten and darken a colour when mixing paint<br><br>Explore pointillism and how to use tints and shades to | **Drawing – I need space**<br><br>Lesson Objectives:<br><br>To explore the purpose and effect of retro futuristic space imagery<br><br>To master tonal shading and mark-making techniques to create 3D spherical planets on black paper (chalk, ink and pastels)<br>To explore atmospheric drawing techniques inspired by the work of Chris Rivers.<br><br>To combine fluid, expressive mark-making with precise graphic line work.<br><br>To apply an understanding of drawing processes to plan and scale up a final composition.<br><br>To complete and refine and evaluate a mixed-media space drawi<br>Key Vocabulary: Retrofuturism, Tone, Value, Mark-making, Subtractive Drawing, Perspective. | | |

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| | To translate research into an annotated 2D design template for a 3D paper sculpture.<br><br>To use the paper quilling techniques to create a 3D paper structure from a 2D design.<br><br>To refine paper sculptures and evaluate final 3D pieces against initial designs and artist inspiration.<br><br>Key Vocabulary: quilling, coiling, tension, edge-work, palette, dynamic line<br><br>Key Person -Julia Brodskaya<br><br>Link: History: Romans | create a 3D effect when painting.<br>To explore the work of David Hockney how paint and mixed media can create very different effects.<br><br>To consider proportion and composition when planning a still life painting<br><br>To apply knowledge of colour mixing and painting techniques to create a finished piece.<br><br>To refine the finished piece and evaluate choices using key vocabulary.<br><br>Key Vocabulary- abstract, tint, composition, muted, pointillism, vivid. | Link to science: Space<br><br>Key Person: Chris Rivers |

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| | | Key Person - David Hockney | | |
| D.T | **Mechanical Systems- Pop-up Books**<br>Lesson Objectives:<br><br>To explore pop up books- how they work and what they add to the book/text<br><br>To design a pop-up book linked to The Romans<br><br>To follow my design brief to make my po-up book<br><br>To use spacers and layers to cover the workings of mechanisms<br><br>To create a high-quality product suitable for a target user.<br><br>Evaluate product against your design brief.<br><br>Key Vocabulary: Criteria, input, mechanism, motion, reinforce, research<br><br>Link to History – Romans | **Structures – Bridges**<br>Lesson Objectives:<br><br>To explore how to reinforce a beam (structure) to improve its strength.<br><br>To build a spaghetti truss bridge.<br><br>To measure, mark out and cut materials ready to build a truss bridge.<br><br>To complete, reinforce and evaluate my truss bridge.<br><br>To research the Trinity Bridge in Manchester | **Cooking and Nutrition – Developing a Recipe**<br>Lesson Objectives:<br><br>To understand how ingredients are reared and produced.<br><br>To make adaptions to design a recipe.<br><br>To evaluate nutritional content.<br><br>To practise food preparation skills.<br><br>To design a product.<br><br>To follow and make an adapted recipe.<br><br>To learn about the key people Clare Smyth and Dominique Crenn.<br><br>Key Vocabulary: Nutritional value, rear, recipe, cross-contamination, adapt, food preparation | **Digital World – Mindful Moments Timer**<br>Lesson Objectives:<br><br>To evaluate existing products.<br><br>To develop design criteria.<br><br>To program and control a product.<br><br>To develop and communicate ideas.<br><br>To develop ideas through computer- aided design.<br><br>To consider feedback and evaluate.<br><br>To learn about the key person Haben Girma.<br><br>Key Vocabulary: Moments Timer (Cycle 2)<br>Prototype, Computer- aided design (CAD), Function, Program, User, Net<br><br>Key Person – Haben Girma<br>Link to Art Photo Opportunities |

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| | | prior to visiting it.<br>To learn about the key people Emily Warren and Kate Gleason.<br><br>Key Vocabulary: Arch bridge, beam bridge, truss bridge, accuracy, assemble, rigid<br><br>Link to Science – Forces and mechanisms<br>Key Person – Emily Warren Roebling and Kate Gleason<br>Trip – Trinity Bridge Manchester | Key Person – Clare Smyth and Dominique Crenn | | |
| Music Focus | **Body and tuned percussion: Theme : Rainforests**<br>Lesson objectives: | **Changes in pitch, tempo and dynamics (Theme: Rivers)** | **Rock and Roll**<br><br>Lesson objectives:<br>1. To understand the history of rock and roll music. | **Adapting and transposing motifs (Theme: Romans)**<br><br>Lesson objectives:<br>1. To sing in tune and in time. | |

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| | 1. To identify structure and texture in music.<br>2. To use body percussion.<br>3. To create musical rhythms using body percussion.<br>4. To create simple tunes.<br>5. To build and improve a composition.<br><br>KEY VOCABULARY:<br>Body percussion, combine, compose, contrast, contrasting rhythms, dynamics, inspiration, layers, loop, melody line, organisation, pitch, record, repeated melodies, rhythm sections, structure, tempo, texture, tune, tuned percussion. | Lesson objectives:<br>1. To sing in two parts using expression and dynamics.<br>2. To recognise key elements of music.<br>3. To perform a vocal ostinato.<br>4. To create and perform ostinato. | 2. To perform with a sense of style.<br>3. To play a walking bass line on tuned percussion.<br>4. To be able to play a rock and roll piece of music.<br><br>KEY VOCABULARY:<br>bass line<br>beat<br>chorus<br>dynamics<br>flat notes<br>hand jive<br>in-time<br>in-tune<br>notation<br>originate<br>pitch<br>rhythm<br>rhythmic patterns<br>rock and roll<br>sections<br>sequence<br>style<br>sharp notes<br>tempo<br>untuned percussion<br>verse<br>vocals<br>walking bass line | 2. To understand what a musical motif is.<br>3. To compose a notate a motif.<br>1. To develop and transpose a musical motif.<br>2. To combine and perform different versions of a musical motif.<br><br>KEY VOCABULARY:<br><br>backing track<br>bass line<br>beat<br>call and response<br>compose<br>crotchet<br>dotted minim<br>flats<br>graphic notation<br>in-time<br>in-tune<br>key<br>key signature<br>loop<br>lyrics<br>minim<br>motif<br>notation<br>ostinato<br>pitch<br>quavers<br>repeating patterns<br>repetition<br>rhythm<br>rhythmic notation<br>riff |

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| | | 5. To improve and perform a piece of music based around ostinatos.<br><br>KEY VOCABULARY:<br>a cappella<br>dynamics<br>mood<br>ostinato<br>parts<br>percussion<br>rhythm<br>round<br>texture<br>tempo | | | semibreve<br>sharps<br>tempo<br>transpose<br>tuned instrument<br>vocal warm-ups | |
| PSHE Focus | Book - The Colour Thief<br><br>I can tell you what mental illness means and how this can vary in severity, and I can tell you some ways people can look after their mental health.<br><br>I can tell you how someone experiencing mental illness can get | Book - The Boy Who Grew Flowers<br><br>I can describe why it is important to respect my body and the amazing | Book - Ada's Violin<br><br>1.I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing. | Book - Pizza Face<br><br>1.I can tell you the basic changes that happen during puberty. | Book - Ritu Weds Chandni<br><br>1.I can tell you why people choose to get married and some of the | Book - Mum and Dad Glue<br><br>1.I can tell you some of the reasons why married or unmarried couple may choose to separate. |

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| | support and I can explain why it is better to get support early.<br><br>I can tell you some of the ways people with mental health problems are supported.<br><br>I can describe some of the feelings involved with living with and supporting someone with a mental illness and I can describe the available support.<br><br>I can tell you why it is important to show respect to all people including people experiencing mental illness.<br><br>Link to British Values - Mutual Respect, Tolerance, Individual Liberty | things it can do. I can explain the term 'body image' and how my opinion of my body can affect my confidence<br><br>I can explain how images in the media do not always reflect reality and can affect my body image<br><br>I can explain the term self-esteem and know strategies to help boost my self-esteem<br><br>I can describe the effect that bullying can have on mental wellbeing<br><br>I can think of ways to make my classroom more inclusive<br><br>Link to British Values - Mutual Respect, Tolerance, Individual Liberty | 2.I can tell you some ways I help to protect my world.<br><br>3.I can tell you what makes a good team.<br><br>4.I can show you some skills that might be helpful to a future career, such as team work, enterprise or negotiation.<br><br>5.I can tell you what self-esteem means and some things that boost my self-esteem.<br><br>Link to British Values - Mutual Respect, Tolerance, Individual Liberty | 2.I can tell you how my emotions will change during puberty.<br><br>3.I can explain that all people will experience puberty differently.<br><br>4.I can tell you how to get advice if I am unsure about anything relating to puberty.<br><br>5.I can tell you all the positive things about growing up.<br><br>Link to British Values - Mutual Respect, Tolerance, Individual Liberty | factors that go into that decision.<br><br>2.I can tell you about the laws related to marriage and how these may differ in other countries.<br><br>3.I can tell you about the different values and customs related to marriage in different countries and I can tell you how I show respect for different types of marriage.<br><br>4.I can tell you about traditions that are important to my family.<br><br>5.I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom.<br><br>Link to British Values - Mutual Respect, Tolerance, Individual Liberty, Rule of Law | 2.I am aware of some of the feelings associated with separation.<br><br>3.I can tell you some strategies for dealing with feelings related to separation.<br><br>4.I can tell you what an affirmation is and can write one for myself.<br><br>5.I can explain how I could help a friend who is experiencing a difficult situation.<br><br>Link to British Values - Mutual Respect, Tolerance, Individual Liberty |

**Phonics and reading:** We use 'Read, Write, Inc.' for our phonics across school. We use 'Ready Steady Read' for reading. Please see our phonics and reading page on the website for more information and videos which explain how to support at home.

**Writing:** We use 'Ready Steady Write' for more information on this, please visit our Writing page on the website.

**Maths:** We use 'White Rose Maths' for more information on this, please visit our Maths page on the website.