Pear Tree Primary School

Year 5 Long-term curriculum plan
'Being Our Best Selves'
(For further detail on the content please see Medium Term planning)

YEAR 5	Autumn *Cosmic*	Spring *King Lear*	Summer *Survivors*
English-writing	Story setting opener, exploration narrative, poetry, formal report, Space knowledge organiser, Biography, space story.	Poetry, information leaflet, playscript, report, adventure story.	Formal letter, setting descriptions, balanced argument, newspaper, persuasive letter, fact file, story.
English-SPAG & Sentence structure skills	The use of brackets for extra information, relative pronoun, relative clause, parenthesis (bracket, dash, commas) secure use of 4A, BOYS, -ly , -ing openers, elaboration of starters using adverbial phrase, using	Using commas and dashes to clarify meaning and avoid ambiguity Develop complex sentences, Moving sentence chunks (how, when, where) around for different effects, Stage directions in speech (speech + verb + action	modal verb, cohesion and ambiguity Expanded –ed clauses as starter, Drop in –'ed' clause, Use of rhetorical questions, Indicating

	dialogue to portray character and move the action on,		degrees of possibility using modal verbs
English- reading	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ence/-ency, -able/-ably and -ible/ibly, To read aloud fluently. To read most Y5/ Y6 exception word To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To recommend texts to peers based on personal choice. To draw inferences from characters' feelings, thoughts and motives	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ence/-ency, -able/-ably and -ible/ibly, To read aloud fluently. To read most Y5/ Y6 exception word To identify main ideas drawn from more than one paragraph and to summarise these To discuss vocabulary used by the author to create effect including figurative language To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ence/-ency, -able/-ably and -ible/ibly, To read aloud fluently. To read most Y5/ Y6 exception word To evaluate the use of authors' language and explain how it has created an impact on the reader To make predictions based on details stated and implied, justifying them in detail with evidence from the text. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
English Reading: Texts	Fiction- Cosmic by Frank Cottrell Boyce. Survivors – David Long (Poon Lim) Where Once We Stood- Christopher Riley Non-fiction- The Space Race: The Journey to the Moon and Beyond by Sarah Crudda	Fiction: Twelfth Night Poetry- Poetry for Kids: William Shakespeare by William Shakespeare edited by Dr. Marguerite Tassi Ph.D Non-Fiction- *Anglo-Saxon focus	Fiction- Survivors- David Long Non-fiction- Mapping South America (Close-up Continents) Rockett, Paul, Discover & Learn: Geography - North and South America Study Book (CGP KS2

	Poetry- This rock, that rock by Dom Conlon and Viviane Schwarz Poems from green and blue planet- edited by Sabrina Mahfouz		Geography) CGP Books Poetry- A Poem for Every Day of the Year by Allie Esiri
Computing Purple Mash scheme and objectives for each unit can be found here	5.2 Safety 5.4 Database (Planet link) 5.9 (Microbit link) 5.1 Coding (DT link) 5.2 Concept Maps (Cosmic link)	5.5 Game creator 5.8 Word Processor 9Anglo-Saxon Link)	5..3 Spreadsheets (Link to measures) 5.6 Modelling (Link to shape)
Maths	Units: Place Value, Addition and Subtraction, Statistics, Multiplication and Division, Fractions Place Value –Week 1-3•Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit •Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 •Interpret negative numbers in context •Count forwards and backwards with positive and negative whole numbers including through zero •Round any number up to 1,000,000 to the nearest 10,100,1000, 10,000 and 100,000 •Solve number and practical problems that involve all the above	Units: Multiplication and Division, Fractions, Decimals and Percentages, Perimeter & Area, Statistics Multiplication and Division –Week 1-3•Multiply and divide numbers mentally drawing upon known facts. •Multiply numbers up to 4 digits by a one-or two-digit number using a formal written method, including long multiplication for 2-digit numbers. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. •Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign	Units: Properties of Shape, Position and Direction, Decimals, Negative Numbers, Converting Units, Volume Properties of Shape –Week 1-3•Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. •Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and

	•Read Roman numerals up to 1,000 (M) and recognise years written in Roman numerals Addition and Subtraction –Week 4-5•Add and subtract numbers mentally with increasingly large numbers •Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar)•Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy •Solve addition and subtraction multi-step problems in contexts, deciding with operations and methods to use and why. Multiplication and Division –Week 6-8•Multiply and divide numbers mentally drawing upon known facts• Multiply and divide whole numbers by 10, 100 and 1000 •Identify multiples and factors• Find all factor pairs of a number and common factors of 2 numbers •Recognise and use square numbers and cube numbers using the notations (*e. g*3 2 and 4 3) •Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes •Know and use vocabulary of prime numbers, prime factors and composite (non-prime) numbers •Establish whether a number up to 100 is a prime and recall prime numbers up to 19 Fractions –Week 9-12•Compare and order fractions whose denominators are multiples of the same number. •Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. •Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number e.g 2/5 + 4/5 = 6/5 = 1 1/5 •Add and subtract fractions with the	Fractions –Week 4-5•Compare and order fractions whose denominators are multiples of the same number. •Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. •Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number e.g 2/5 + 4/5 = 6/5 = 1 1/5 •Add and subtract fractions with the same denominator and denominators that are multiples of the same number Decimals and Percentages –Week 6-8•Read, write, order and compare numbers with up to three decimal places. •Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. •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. •Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', •Write percentages as a fraction with denominator 100, and as a decimal. •Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25 Perimeter and Area –Week 9-10•Measure and calculate the perimeter of composite rectilinear shapes in cm and m •Calculate and compare the area of rectangles (including squares) using standard units cm2/m2 •Estimate the area of irregular shapes Statistics –Week 11-12•Solve comparison, sum and difference problems using information presented in a line graph •Complete, read and interpret information in tables including timetables.	angles. •Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. •Draw given angles and measure them in degrees. •Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90° Position and Direction –Week 4-5•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 Decimals –Week 6-8•Recognise and write decimal equivalents of any number of tenths or hundredths. •Find the effect of dividing a one-or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths •Solve simple measure and money problems involving fractions and decimals to two decimal places. •Convert between different units of measure [for example, kilometre to metre] Negative Numbers –Week 9•Count forwards and backwards with positive and negative whole numbers including through zero Converting Units –Week 10-11•Convert between different units of metric measure [for example, km

	same denominator and denominators that are multiples of the same number Consolidation		and m; cm and m; cm and mm; g and kg; l and ml] •Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. •Solve problems involving converting between units of time. Volume–Week 12•Estimate volume (e.g. using 1$cm3$blocks to build cuboids, including cubes) and capacity (e.g. using water) •Use all 4 operations to solve problems involving measure Consolidation
Science	Space I can explain that the Sun is a star. It is at the centre of our solar system. I can explain there are 8 planets (can choose to name them, but not essential). These travel around the Sun in fixed orbits. Earth takes 365¼ days to complete its orbit around the Sun. I can explain the Earth rotates (spins) on its axis every 24 hours. As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). As the Earth rotates, the Sun appears to move across the sky. I can explain the Moon orbits the Earth. It takes about 28 days to complete its orbit. I can explain the Sun, Earth and Moon are approximately spherical. Working Scientifically: I can answer my own and others' questions based on observations I have made, measurements I have	Living Things I can explain that as part of their life cycle, plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis. I can explain plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects. Working Scientifically:	Materials I can explain that materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. I can explain that some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. I can explain that mixtures can be separated by filtering, sieving and evaporation. I can explain some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar

	taken or information I have gained from secondary sources. When doing this, I can discuss whether other evidence e.g. from other groups, secondary sources and my scientific understanding, supports or refutes their answer. I can talk about how my scientific ideas change due to new evidence that I have gathered. I can talk about how new discoveries change scientific understanding. Forces I can explain a force causes an object to start moving, stop moving, speed up, slow down or change direction. I can explain gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall. I can explain air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object. I can explain a mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover. I can explain pulleys, levers and gears are all mechanisms, also known as simple machines. Working Scientifically:	In my conclusions, I can: identify causal relationships and patterns in the natural world from my evidence; identify results that do not fit the overall pattern; and explain my findings using my subject knowledge. Animals including humans I can explain that when babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. I can explain that at puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce. Working Scientifically: I can decide how to record and present evidence. I can record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. I can record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. I can record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. I can present the same data in different ways in order to help with answering the question.	with bicarbonate of soda result in the formation of new materials and these are not reversible. Working Scientifically: Given a wide range of resources I can decide for myself how to gather evidence to answer a scientific question. I can choose a type of enquiry to carry out and justify my choice. I can recognise how secondary sources can be used to answer questions that cannot be answered through practical work. I can select from a range of practical resources to gather evidence to answer my questions. I can carry out fair tests, recognising and controlling variables. I can decide what observations or measurements to make over time and for how long. I can look for patterns and relationships using a suitable sample. I can evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. I can identify any limitations that reduce the trust I have in my data.

	I can independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on my developed understanding following an enquiry. I can select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale. During an enquiry, I can make decisions e.g. whether I need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value). I can use the scientific knowledge gained from enquiry work to make predictions I can investigate using comparative and fair tests.		I can communicate my findings to an audience using relevant scientific language and illustrations.
History	**To investigate and interpret the past** • **I know that the past can be shown in different ways(pictures/photographs/stories/artefacts)I can use evidence from maps, books and other secondary sources to help me understand the past** • **I can use pictures to find out information about life in Nantwich (past and present)** • **I can compare Nantwich in the past to the present day**	**To investigate and interpret the past** • **I know that the past can be shown in differentways(pictures/photographs/stories/artefacts)** • **I can use evidence from maps, books and other secondary sources to help me understand the past** • **I can identify true facts about Anglo-Saxon religious beliefs and practices and use these to ask and answer my own questions** • **I can recognise the difference between historical sources and their validity to the passage of time** **Chronological understanding**	

	• I can consider the impact that salt/brine has had on the local economy since Roman Times Chronological understanding • I can sequence the history of salt/brine onto a timeline of Nantwich • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD, decade and chronological • I can understand the passage of time in my local area • I can show these on a timeline starting with brine in Roman Times in Nantwich • I can recognise the similarities/differences and changes of salt production over time Knowledge and understanding of past events, people and changes in the past I can recognise the similarities/differences and changes of salt production over time I can comment on how life has changed in Nantwich from Roman Times to the present day I can describe in some detail some of the most significant features of salt production	• I can sequence events/objects/people onto a timeline of The Anglo Saxons • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD and decade, archaeologist, thanes, kingdoms, shire, witan, wergild, christianity, missionary, pagan and chronological • I can sequence many of the main features of The Anglo Saxons and explain my reasons why. Knowledge and understanding of past events, people and changes in the past • I know when the Anglo Saxons invaded Britain and what the seven kingdoms were. • I understand how the Anglo Saxons have influenced Britain by explaining some of the place names they established and their meanings. • I can identify true facts about Anglo-Saxon religious beliefs and practices and use these to ask and answer my own questions • I can explain the work of some of the people who were influential in converting the Anglo Saxons to Christianity and I know about some of the important Christian buildings that they founded • I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.	

	and its impact on the market town of Nantwich I can explain where to find The Willows and Old Biot in Nantwich I can explain why there is a brine bath called Snow Hill in Nantwich I can explain why Victorians would visit The Brine Bath Hotel to 'take' the waters To communicate historically I can make connections between Nantwich now and Nantwich dating back to Roman Times I can use and understand a wider range of words and phrases relating to the passage of time including 'century', BCE/AD, Roman, medieval, transport, tax, brine, decade and chronological I can present my work in imaginative ways using art, drama and written work	• I can describe a typical Anglo-Saxon village and explain what jobs the people did. • I can understand how the Anglo Saxons have influenced Britain by explaining some of the place names they established and their meanings. • I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. • I can take notes and answer questions to show I understand about the work of the people who helped to convert the Anglo-Saxons to Christianity To communicate historically I can make connections between life in Anglo Saxon Britain and compare it to other Invaders and Settlers and I have studied I can present my work in imaginative ways using art, drama and written work I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD and decade, archaeologist, thanes, kingdoms, shire, witan, wergild, christianity, missionary, pagan and chronological	
Geography	<u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of Nantwich and the wider region of the North West	<u>Locational Knowledge</u> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics	<u>Locational Knowledge</u> Locate the world's countries, using maps to focus on North and South America including environmental regions, key

	• To be able to locate Nantwich on OS maps and to be able to find and locate the school • Describe the location of school with a six-figure grid reference • Explain why Nantwich made a good town to settle along due to trade links with North Wales **<u>Human and Physical Geography</u>** **Describing and understanding key aspects of human and physical geography of Nantwich and the North West** • Explain how salt has impacted Nantwich and surrounding towns • Describe the impact salt production had on the local area • Consider the financial impact brine had on the local town • Explain how the human geography of Nantwich has changed since Roman times. • Can they explain how a Nantwich fits into its wider geographical location; with reference to human and economical features? **<u>Geographical Enquiry</u>** • Can they collect information about Nantwich such as its key human and physical features and use it in a report? **<u>Locational Knowledge</u>**	• Understand how land use has changed in the UK since Anglo Saxon settlers • Describe the impact settlers have on an area and compare the impact now to invaders and settlers during Anglo-Saxon days	**characteristics, countries and major cities** • To be able to name and locate North America countries such as USA, Canada, Mexico, Cuba and Guatemala etc. • Describe key features of these countries such as hills, mountains, coasts and river • Be able to locate these countries on maps, in atlases and on globes • Explain how there are different time zones across the world and across the Americas. What is the reason for this? **<u>Place Knowledge</u>** **Compare similarities and differences of regions within North and South America** • Explain how culture differs between the two Americas • Explain how countries are impacted by their topography • Can they explain how a location fits into its wider geographical location; with reference to physical features?

	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics • Be able to name the counties of the North West (Cheshire, Cumbria, Greater Manchester, Lancashire, Merseyside) and 6 counties across the UK		**Geographical Enquiry** **Using digital / computer mapping to locate countries and describe features studied** • Can they plan a journey to a place in another part of the world, taking account of distance and time?
Art	Drawing and Sketch books Print, Colour and Collage **Typography** https://www.accessart.org.uk/typography-and-maps/ • I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • I have seen how other artists work with typography and have been able to share my thoughts on their work. • I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. • I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.	Working in 3 dimensions Paint, Surface and Texture • **Set Design** https://www.accessart.org.uk/set-design/ I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. • I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. • I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. • I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. • I can appreciate the artwork made by my classmates and share my response to their work. • I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition.	Working in 3 dimensions Collaboration and Community **Architecture: Dream Big or Small** https://www.accessart.org.uk/architectural-design/ • I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives. • I can use my sketchbook to collect, record and reflect my ideas and thoughts. • I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.

	• I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. • I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. • I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me. • I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. • I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.	• I can use my animation set as backdrop to an animation. **Fashion Design** https://www.accessart.org.uk/fashion/ • I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. • I can share my own response to their work, articulating what I like or don't like about their work. • I can use my sketchbook to make visual notes to capture key ideas about how the designers work. • I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. • I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. • I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. • I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond. • I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work. • I can take photographs of my work, thinking about presentation, lighting and focus.	• I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. • I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination. • I can present my work, reflect and share it with my classmates. • I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project. • I can photograph my work considering lighting, focus and composition. • I can make short films of my work giving a close-up tour of my architectural model.

RE	**Hinduism – Is the idea of one God important in Hindu Dharma?** Describe various forms of worship that happen in the Hindu Mandir (temple) including Puja Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindus. Identify key Hindu Dharma symbols and explain their meaning eg. aum. Describe how and suggest why many Hindus celebrate Diwali and Holi • **I can talk about key beliefs in Hindu Dharma** **Christianity – how does the Bible help Christians to live? What was important to some about the sermon on the mount?** Explain using key texts (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the kingdom on earth. • **I can explain what is meant by the Kingdom of God.** • **I can retell some parables from the Bible.**	**Islam – What do Muslims believe about the origins and authority of the Qur'an? Why are there so many prophets in Islam?** Identify and understand that Muslims believe the Prophets all taught the same message. Explain how the majority of Muslims believe that Muhammad is the last and final prophet. Understand many Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. • **I can describe 3 ways in which Muslim worship shows devotion to Allah** • **I can explain why the Qur'an is so important to Muslims.** **Christianity – What did Jesus do to save human beings?** Explain the roles of 'Father, Son and Holy Spirit' in some Christian views of God. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in a relationship with God. Analyse how diverse expressions of Christian worship can reinforce faith and belief. • **I can explain how many Christians believe that Jesus died in order to save human beings**	**Enquiry – Creation & Science – conflicting or complimentary?** Investigate by gathering, selecting, organising or refining questions and ideas about religions/non-religious viewpoints. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints • **I can compare religious and non-religious views about Creation.** **Generic pilgrimages – what does pilgrimage teach religious people? Do non-religious people express similar ideas?** Outline, compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoint. Compare and contrast Christians/Hindu Dharma/Muslim

			pilgrimages and reflect on how they affect believers • **I can identify some of the reasons that people believe / do not believe in God** • **I can give reasons why someone might go on a pilgrimage**
PE	**Basic skills linking into Competitive sports. (catching/throwing/passing/dribbling)** Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game.	**Dance & Personal fitness (Group routine) (circuits/stations)** Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary	**Summer Sports (Cricket/tennis/rounder's/golf)** *See Autumn basic games **Athletics (track/field)** Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.

	Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. **Gymnastics** **(Small/large apparatus and equipment) (Floor work/routine)** Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance. **Competitive Games** **(Football/netball/tag-rugby/hockey)** *See Autumn basic games	Identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.

	to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences. Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Lunge into handstand Lunge into cartwheel Lunge into round-off Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn		

	Straight jump full turn Cat leap Cat leap half turn Pivot 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. **Swimming**		
Design and technology	Digital World: Monitoring devices Pupils who are **secure** will be able to: • Describe what is meant by monitoring devices and provide an example. • Explain briefly the development of thermometers from thermoscopes to digital thermometers. • Research a chosen animal's key information to develop a list of design criteria for an animal monitoring device. • Write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range. • Identify errors (bugs) in the code and ways to fix (debug) them.	Materials and components- make a bridge **Designing** Understanding Contexts, users and purposes • I can work confidently within a range of contexts such as the home, school, leisure, culture, enterprise, industry and the wider environment • I can describe the purpose of my product • I can indicate design features that will appeal to intended users • I can explain how particular parts of their product will work • I can carry out research using surveys, interviews, questionnaires and web-based resources • I can identify the needs, wants, preferences and values of particular individuals and groups	Cooking and Nutrition – making a Mexican meal **Technical knowledge** Making products work • I can explain that a recipe can be adapted by adding/substituting ingredients. **Cooking and Nutrition** Where food comes from • I can explain that all food is grown, reared and caught, both in the UK and the wider world. • I can explain that seasons can affect food availability.

	• State one or two facts about the history and development of plastic, including how it is now affecting planet Earth. • Build a variety of brick models to invent Micro:bit case, housing and stand ideas, evaluating the success of their favourite model. • Explain key pros and cons of virtual modelling vs physical modelling. • Recall and describe the name and use of key tools used in Tinkercad (CAD) software.	**Designing** Generating, developing, modelling and communicating ideas • I can share and clarify ideas through discussion • I can model ideas using prototypes and pattern pieces • I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate ideas. • I can use computer aided design to develop and communicate ideas • I can generate innovative ideas, drawing on research. **Making** Planning • I can select tools and equipment suitable for the task • I can explain my choice of tools and equipment in relation to the skills and techniques I will be using • I can select materials and components suitable for the task. • I can explain my choice of materials and components according to functional properties and aesthetic qualities. • I can produce lists of tools, equipment and materials needed **Making** Practical skills and techniques • I can follow procedures for safety and hygiene.	• I can explain how food is processed into ingredients that can be eaten or used in cooking. **Cooking and Nutrition** Food preparation, cooking and nutrition • I can explain how to prepare and cook a variety of savoury dishes safely and hygienically, including using a heat source. • I can explain how to use a range of techniques including peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • I can explain that different food and drink contains different substances–water, nutrients, fibre –that are needed for health • I can explain that recipes can be adapted to change their appearance, texture, aroma and taste. *Kapow- digital devices. Link to Materials and living things.

		• I can use a wider range of materials and components than KS1 inc. Construction materials and kits, textiles, food ingredients, mechanical and electrical components • I can accurately measure, mark, cut and shape materials and components • I can accurately assemble, join and combine materials and components • I can accurately apply a range of finishing techniques, including those from art and design. • I can demonstrate resourcefulness when tackling practical problems **Evaluating** Own ideas and products • I can identify strengths and areas for development in my ideas and products • I can consider the views of others, including intended users, to improve my work • I can critically evaluate the quality of design, manufacture and fitness for purpose of my product throughout the process **Evaluating** Existing products • I can explore how well products have been designed and made • I can explore what materials and methods of construction have been used. • I can explore how well products work and achieve their purpose.	

		• I can explore how well products meet user needs. **Evaluating** Key events and individuals I can explain about relevant inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. **Technical knowledge** Making products work • I can explain how to use learning from mathematics and science to help design and make products that work. • I can explain that materials have functional properties and aesthetic qualities. • I can explain that materials can be both combined and mixed to create more useful characteristics. • I can explain that mechanical and electrical systems have an input, process and output. • I can explain the correct technical vocabulary for the projects I am undertaking. • I can explain how mechanical systems such as cams, pulleys or gears create movement. • I can explain how more complex electrical circuits and components can be used to create functional properties • I can explain how to program a computer to monitor changes in the environment and control my product. • I can explain how to reinforce and strengthen a 3D framework.	

		• I can explain that a recipe can be adapted by adding/substituting ingredients.	
Music	**Autumn 1** **Getting Loopy** By the end of the unit: • **All** pupils will understand how loops can be used to structure a piece of music; • **Most** pupils will understand how loops can be used to structure a piece of music, compose original sounds and transform them, perform confidently as part of a group; • **Some** pupils will have progressed further and will achieve all this, and be critical about the expressive impact of their own and their group's performance and use musical vocabulary to justify their musical choices. **Autumn 2**	**Spring 1** **Performance Poetry** By the end of the unit: • **All** pupils will understand how the voice is a powerful tool for musical and poetic expression; • **Most** pupils will be imaginative in the creation and combination of a range of vocal sounds using techniques drawn from various vocal production methods; • **Some** pupils will have progressed further and, in addition to the above, will be able to use a range of musical techniques to heighten the impact of their composition and performance work as well as lead others in it. **Spring 2** **Music from Around the World** By the end of the unit:	**Summer 1** **Improvising Colours** By the end of the unit: • **All** pupils will be able to improvise in simple ways; • **Most** pupils will be able to improvise coherent rhythms and melodies and combine these together with the work of other pupils in a small group; • **Some** pupils will have progressed further and will improvise confident and be able to justify their decisions as improvisers and composers using appropriate musical vocabulary.

	Samba By the end of the unit: • **All** pupils will perform rhythmic patterns confidently and with control in a small group setting; • **Most** pupils will compose their own patterns and improvise others within a small group setting. They will be able to consider how a range of extra-musical elements can enhance a musical performance; • **Some** pupils will have progressed further and, in addition to the above, will lead other pupils in the samba. They will be able to shape the musical performance, with the addition of extra-musical elements, leading their group to make sustained improvements to their samba performance.	• **All** pupils will sing a 3 part round and be able to maintain their own part; compose a simple melody using the pentatonic scale; identify key stylistic features of different pieces of music from around the world • **Most** pupils will be able to sing with correct phrasing and pitching; add an ostinato and drone to a melody; perform a simple accompaniment from notation; describe the key stylistic features of a piece • **Some** pupils will have progressed further and will take the lead in performances of 3 part songs; they will explain how to use the stylistic features in their own performances from the pieces they have listened to	**Summer 2** **Newsbeat** By the end of the unit: • **All** pupils will have developed an understanding of how music reinforces key messages within broadcast media ; • **Most** pupils will have been able to identify and use specific types and forms of musical expression to help develop their own key messages surrounding a specific story; • **Some** pupils will have progressed further and will be able to analyse and use key musical techniques for a specific purpose, justifying their use in appropriate musical vocabulary.

PSHE	**Meet your Brain** – My Happy Mind **Keeping safe** **pupils will learn** H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. H43. about what is meant by first aid; basic techniques for dealing with common injuries. **Celebrate** - My Happy Mind **Media literacy and digital resilience** **pupils will learn** L11. recognise ways in which the internet and social media can be used both positively and negatively. L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. L13. about some of the different ways information and data is shared and used online, including for commercial purposes.	**appreciate - My Happy Mind** **Safe relationships** **Pupils will learn** R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R26. about seeking and giving permission (consent) in different situations. R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online). **Relate - My Happy Mind** **Ourselves growing and changing** **pupils will learn -** H26. that for some people gender identity does not correspond with their biological sex H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).	**Engage- My Happy Mind** **Drugs, alcohol and tobacco** **pupils will learn -** H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines). H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping. H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. **Relationships – lessons 1, 2, 3 - My Happy Mind**
French	**Talking about us** **KPIs** Can:	**Healthy eating and going to the market** **KPIs** Can: Remember and say familiar fruit/veg nouns	**Going on holiday** **KPIs** Can: Understand information on a simple ID card

	Say an extended sentence about how feeling with a reason Say a 3rd person singular sentence with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb **Culture**: School in France **Time in the city** **KPIs** Can: Understand at least 5 places in the city/town nouns Say and write a simple sentence to describe what is in a town/city Can say and write the nouns for presents on a charity stall. Can ask and answer politely to purchase an item Can participate in a simple shopping dialogue	Identify cognates and semi cognates (fruit/veg nouns) Say some numbers between 0 and 100 Participate in an at the market roleplay Follow simple instructions for a recipe Give simple instructions for a recipe **Shopping for food** **KPIs** Can: Identify and understand food nouns Can say nouns for food accurately Can read and understand sentences about food Can use nouns and adjectives accurately to create descriptive sentences Can use parts of the verb to eat to write simple sentences	Ask and answer details about identity Recognise some countries in target language Read and understand simple facts about some holiday places. Recall and use prior learning to create a simple postcard **At the seaside** **KPIs** Can: Understand and say nouns for beach bag items Use sentence starters to create a sequence of sentences Use "you can" + infinitive of a verb to create a persuasive sentence Say/write extended sentences to describe a day at the seaside. Speak confidently (words and phrases) Actions/games to aid memory

	Write a simple descriptive sentence about a festive jumper. Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.	Identify key sounds and silent letters Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.
Visits	Nantwich Museum	New Vic	
Outdoor learning	Linked to local area	Linked to Map skills and compasses	Linked to the environment and eco issues

Curriculum Pledge	Go star gazing Receive a like/comment on social media relating to a topic Become a Playground Leaders (PALs) Find way using a map and compass	Perform on stage Make an environmental impact	Complete voluntary service Make a Mexican meal Citizenship Award