



Guilden Sutton Church of England Primary School

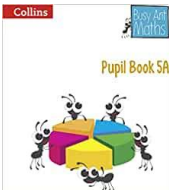
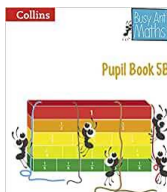
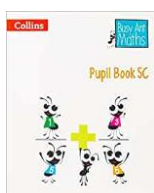
Love and Justice for All




Year 5 Curriculum Progression Map

Our Christian Values: **WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>The Hunter Paul Geraghty</p>  <p>COP∞ – Protecting animals and their habitats</p>	<p>Beowulf Michael Morpurgo</p> 	<p>Of Thee I Sing Barack Obama</p>  <p>Young, Black and Gifted Jamia Wilson</p> 	<p>Malala's Magic Pencil Malala Yousafzai</p>  <p>For the Right to Learn Rebecca Lanston-George</p>  <p>COP∞ – Small things make big changes Poetry Project Home and Wisp – Year 4</p>		<p>Queen of the Falls Chris Van Allsburg</p> 

				World Book Day	
Focused Genre	<ul style="list-style-type: none">Non-chronological report - Elephant information leaflet	<ul style="list-style-type: none">Poetry (Riddle) – BeowulfNarrative – alternative story	<ul style="list-style-type: none">Poetry (Free Verse) – The UKNon-chronological report	<ul style="list-style-type: none">BlogsBiographies & autobiographies	<ul style="list-style-type: none">Letter writingDiary entryPoetry (Rhyme Poem) – Magnificent Me
Other Genre	<ul style="list-style-type: none">Setting descriptionVoiceover	<ul style="list-style-type: none">Recount of storyDiary accountsCharacter description	<ul style="list-style-type: none">Character description	<ul style="list-style-type: none">Persuasive writingLetter	<ul style="list-style-type: none">InstructionsNewspaper articlesDiary accountsPostcard
SPaG	<ul style="list-style-type: none">Use a dictionary to check the meanings of wordsUse a thesaurusPunctuate direct and indirect speechUse and identify active and passive verbsUse and identify the perfect form of verbsUse and identify relative clauses		<ul style="list-style-type: none">Use and identify modal verbsUse and identify expanded noun phrasesUse and identify hyphensUse brackets, dashes and commas for parenthesisUse semicolons, colons and dashes as boundaries between independent clausesUse a colon to introduce a list		<ul style="list-style-type: none">Identify the subjunctive form (subjunctive mood)Use and identify the present progressiveUse and identify antonyms (opposites)Use and identify synonyms (words with a similar meaning)Punctuate bullet points
Spelling	Pathways to Spell				
	<ul style="list-style-type: none">Word list – years 5 and 6Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2) including those with more than one syllable and the suffix (Y3/4)Adding -ing, -ed to a root word ending in yand words ending in e	<ul style="list-style-type: none">Word list – years 5 and 6Plural possessive apostropheVerb prefixes: dis-, mis-Verb prefixes: de-, re-, over-Homophones and other words that are often confusedPersonal spelling log	<ul style="list-style-type: none">Word list – years 5 and 6Words with the /i:/ sound spelt ei after cWords with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word)Endings which sound like /ʃəs/ spelt -cious or -tious	<ul style="list-style-type: none">Word list – years 5 and 6Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ifyHomophones and other words that are often confusedPersonal spelling log	<ul style="list-style-type: none">Word list – years 5 and 6Words ending in -able/-ably and -ible/-iblyWords ending in -able and -ablyWords ending in -ible and -iblyEndings which sound like /ʃəl/ (-cial and -tial)

	<ul style="list-style-type: none">• Contractions• Words containing the letter-string ough				<ul style="list-style-type: none">• Personal spelling log
Maths   	Busy Ant Maths Unit 1 <ul style="list-style-type: none">• Number and Place Value• Addition and Subtraction• Properties of Shape Unit 2 <ul style="list-style-type: none">• Multiplication and Division• Fractions• Position and Direction Unit 3 <ul style="list-style-type: none">• Addition and Subtraction• Decimals• Measurement (mass) Unit 4 <ul style="list-style-type: none">• Multiplication and Division• Multiplication and Division• Measurement (time)	Busy Ant Maths Unit 5 <ul style="list-style-type: none">• Number and Place Value• Addition and Subtraction• Properties of Shape Unit 6 <ul style="list-style-type: none">• Multiplication and Division• Fractions• Measurement (length) Unit 7 <ul style="list-style-type: none">• Decimals• Addition and Subtraction• Statistics Unit 8 <ul style="list-style-type: none">• Multiplication and Division• Percentages (including fractions and decimals)• Measurement (perimeter and area)	Busy Ant Maths Unit 9 <ul style="list-style-type: none">• Number and Place Value• Addition and Subtraction• Properties of Shape Unit 10 <ul style="list-style-type: none">• Multiplication and Division (including measurement – money)• Fractions• Measurement (volume and capacity) Unit 11 <ul style="list-style-type: none">• Addition and Subtraction (including measurement – money)• Percentages (including fractions and decimals)• Position and Direction Unit 12 <ul style="list-style-type: none">• Multiplication and Division (including measurement – money)• Multiplication and Division (including measurement – money)• Statics		
Key Vocabulary Number and place value: ten thousands, one hundred thousands, powers of, integer Addition and subtraction: see previous years Multiplication and division: multiples, factors, prime numbers, square numbers, cube numbers, short division, product, dividend, divisor, quotient, operations Fractions, decimals and percentages: fifth, thousandths, mixed numbers, per cent (%), factors, integer, complements Measurement: decimal notation, scaling, metric units, imperial units, inches, compound shape, irregular shapes, square centimetres, square metres, cubic centimetre, pounds, pints					


	Geometry: regular polygon, irregular polygon, reflex angles, degrees, one whole turn, angles on straight line, angles around a point, vertically opposite, missing angles, reflection Statistics: timetables, two-way tables				
	<u>Busy Ant Maths Year 5 Medium-Term Plans</u>				
Cross-curricular Mathematics	Capacity, time, graphs and tables (science)		Measure, graphs and tables (science) Mayan numerals, Mexico holiday problem solving and budget. Time zones. (science and geography)		Measure plants, time and line graphs (science) U.S.A. time zones (geography)
Science	States of Matter <i>Line of scientific enquiry:</i> <i>Fair testing</i> <i>Pattern seeking</i> <i>Identifying and classifying</i> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 	Forces <i>Line of scientific enquiry:</i> <i>Fair testing</i> <i>Pattern seeking</i> <i>Identifying and classifying</i> <i>Research</i> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to 	Earth & Space <i>Line of scientific enquiry:</i> <i>Research</i> <i>Identifying and classifying</i> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Identify and describe features of the planets in our solar system  Describe the movement of the Moon relative to the Earth, explaining the different phases of the Moon Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky Galileo and Caroline Herschel – Planets orbiting the Sun and first woman to discover a comet. Biographies & explanations Xplore	Living Things and their Habitats <i>Line of scientific enquiry:</i> <i>Research</i> <i>Identifying and classifying</i> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Gregor Mendel – Genetics All previous Year groups	Animals Including Humans (Life Processes) <i>Line of scientific enquiry:</i> <i>Research</i> <ul style="list-style-type: none"> Describe the changes as humans develop throughout their life Describe the changes as humans develop to old age in the context of the development of babies in their first year Report findings in the context of the gestation period for animals Explain reproduction, fertilisation and seed dispersal  Jane Goodall – study of chimpanzees and their behaviours

	<ul style="list-style-type: none"> • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible <p>Joseph Priestley – Chemist (discovery of oxygen)</p> <p>Biographies & explanations Year 4 - States of Matter COP[∞] – Recycling</p>	<p>have a greater effect</p> <p>Isaac Newton – Gravity</p> <p>Forces and Magnets – Year 3</p>			<p>Biographies, explanations & plant diaries All previous Year groups</p> <p>COP[∞] – Protecting animal habitats</p>
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	<p>Key Vocabulary Materials (States of Matter) – thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material, transparency, condensing, evaporating, freezing, melting Forces – force, gravity, Earth’s gravitational pull, weight, mass, air resistance, water resistance, friction, buoyancy, streamlined, mechanisms, simple machines, levers, pulleys, gears Earth and Space – Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), sphere, satellite, spherical bodies, Solar System, rotate, star, orbit, axis, geocentric model, heliocentric model, astronomer Living Things in their Habitats – life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings Animals Including Humans – puberty, fertilisation, prenatal, gestation, asexual reproduction, sexual reproduction, adolescence, puberty, menstruation, adulthood, life expectancy, the vocabulary to describe sexual characteristics in line with the school’s RSE policy</p>		
<p>Working Scientifically</p> 	<ul style="list-style-type: none"> Plan different types of scientific enquires, to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, clarification keys, tables, scatter graph, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquires, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or prove false ideas or arguments 		
<p>Geography</p>	<p>Anglo Saxons & Vikings – Invaders & Settlers</p> <ul style="list-style-type: none"> Atlas skills – finding cities with Anglo Saxon names (prefixes & suffixes) Compare Anglo Saxon areas with current English counties Locate and discover Lindisfarne & Holy Island Explain why settlements develop in certain locations, using geographical features to support ideas Describe key features on maps <p>Year 4 – Map Skills</p>	<p>The Ancient Mayan Civilization</p> <ul style="list-style-type: none"> Central America – Mexico, Belize, El Salvador, Honduras, Guatemala Tourism - Mexico as a holiday destination Chichen Itza Geographical features, mountains, rainforests, seas & oceans. Why do earthquakes happen in Central America? Longitude & latitude <p>COP∞ – Climate Change</p> <p>Year 4 – Volcanoes and Earthquakes</p>	<p>North America and The U.S.A.</p> <ul style="list-style-type: none"> North America and The U.S.A. Biomes: tundra, deserts, everglades, rivers, mountains Environmental regions Physical & Human Geography: Mississippi, Niagara Falls, Rockies, Disneyland etc Map skills – locating states, major environmental regions etc  <p>COP∞ – Climate Change</p> <p>Liverpool and Mersey Ferry</p>
	<p>Key Vocabulary The UK- fell, hill, ford, by (farm or village), ness (coastal headland), ham (village), stow/stowe (meeting place or holy place), barrow (woodland), ton/tun (enclosed village), farmland, manorhurst (wooden hill), wick/wich (produce of a farm) port (market town), mouth (mouth of a river or estuary), stead/sted (place), leigh/lee/ley (forest clearing), toft (small village), bury/borough/burg (fortified place), kirk/kir (church), holme (marshy, wet farmland, or island), counties, borders. The world- volcano, magma chamber, earthquake, tectonic plate, continent, Central America, land mass, equator, hemispheres.</p>		


History	Anglo Saxons & Vikings – Invaders & Settlers <ul style="list-style-type: none">Who were the Anglo Saxons & Vikings and why did they invade and settle in Great Britain? Where did they settle? Why?Jutes, Angles, Saxons, Britons, Picts and ScotsWhat did the Anglo Saxons bring to Great Britain that we still use today?Was Alfred the Great really great? Analyse Sutton Hoo <ul style="list-style-type: none">What is Sutton Hoo and who discovered this historical site? What can we learn from/about the archaeological dig?What is the importance of historical artefacts? Year 3/Year 4-Ancient Civilisations		The Ancient Maya Civilization <ul style="list-style-type: none">Who were the Maya and what did they discover/invent that we still use in Great Britain today?Number, writing, calendar, astronomy/stargazing/observatories, chocolateChichen Itza: the importance of this historical site to the Maya and how/why it was used for worshipWho invaded Mexico and why?Are the Maya still alive today?Describe the history of chocolate Year 3/Year 4-Ancient Civilisations		Slave Trade, black history <ul style="list-style-type: none">How/where did it begin?Who were Rosa Parks, Martin Luther King (Jnr) and how did they influence change the world so that we have human and civil rights today?Independent learning to create their own information book on the history/journey of the Civil Rights movement International Museum of Slavery Anthony Walker and Chris Lube	
	Key Vocabulary Specific -settlement, invade, Sutton Hoo, Anglo Saxons, excavation, The Jutes, Britons, Picts, Scots, fertile, monastery, Maya, Mayan, empire, civilisation, pyramid, dynasty, codex, hieroglyphics, rituals, sacrifice, monarchy, society, astronomy, indigenous, Hun Hunahpu. General -BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons, first hand evidence, second hand evidence, significance, biased.					
	Religious Education	Christian Community <ul style="list-style-type: none">To understand the difference between local, national and global communitiesExplain the differences and similarities between the Christian	Kingdom of God <ul style="list-style-type: none">What are your talents and how did Jesus teach you to use them wisely through The Parable of the Talents?What do Christians Understand to be: The Kingdom	Arch Bishop of York Young Leaders Award – Social Action <ul style="list-style-type: none">How Can I Change the World to Make it a Better Place to Live?What Skills Makes a Strong Leader?How Can I Show: ‘Love my Neighbour as Myself’?	Resurrection: <ul style="list-style-type: none">Retell The Road to Emmaus 24: 13-35What does the Bible teach Christians about Jesus? Give arguments For and Against the resurrectionCreate a timeline of main events	Hinduism <ul style="list-style-type: none">Explain how a Hindu may worship at home or in the mandirDescribe and explain how a Hindu celebrates Diwali and HoliExplain how a Hindu may view God

	<p>Communities: Chester Cathedral, Iona, Taize</p> <ul style="list-style-type: none"> To evaluate the most effective ways of leading in order to make the world a place Jesus would have wanted <p>Pilgrimage trip to Chester Cathedral</p> <p>Year 1 – Christian Community</p>	<p>of God? Interview Reverend Heather Carty and her parishioners</p> <ul style="list-style-type: none"> What ways can local Christians further God's Kingdom on earth? What is the impact? <p>Reverend Carty and parishioners interviews</p>	<ul style="list-style-type: none"> How Can I Improve My Local/National/Global Community? How Important is it to Say Thank You? Does it Matter if Someone Forgets? Why? <p>Faith Rooms trip, Interfaith Week</p> <p>COP[∞] – How to make the world a better place</p>	<p>that make up the Easter Story</p> <p>Salvation</p> <ul style="list-style-type: none"> What is the meaning of Salvation and where does it feature in The Easter story? Reflect upon Christian artwork depicting salvation and create own salvation artwork Explain how Christians remember Jesus' sacrifice through the service of Holy Communion <p>Year 2 – Resurrection Year 1, Year 3 and Year 4- Salvation</p>	<p>Hinduism Workshop</p>	<p>Allah's guidance and will</p> <ul style="list-style-type: none"> Name the Five Pillars and explain why they are important to Muslims <p>St John's Church (Leavers' service)</p> <p>Year 1 and Year 3 – Islam</p>
	<p>Key Vocabulary</p> <p>Christian Community – Community, Archbishop, Vicar, Pastor/Church Leader, Lay leaders, national/global/local church communities, Chester Cathedral, Taize, Iona.</p> <p>Kingdom of God – Talent, Kingdom of God.</p> <p>Resurrection – Sacrifice, burden, lost, sin, Salvation, Resurrection, tomb, road to Emmaus, evidence.</p> <p>Hinduism – Brahman, Brahma, Vishnu, Shiva, Trimurti, Aum/Om, Murti, Ganesh, Bhagavad-Gita, Namaste, Puja/Arti</p> <p>Islam – 5 pillars of Islam, Shahadah, Qur'an, Allah, Muhammad (pbuh), sacred, wudu, sawm, Ramadan, salah, zakat, Hajj, pilgrimage, Ka'aba</p> <p><u>Year 5 RE Medium Term Plans</u></p>					
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none"> Perform longer and more complex sequences 	<p>Dance</p> <p>Cha Cha Cha</p> <ul style="list-style-type: none"> Hand to Hand 	Athletics			


	<ul style="list-style-type: none"> Develop the ability to link moves and balances smoothly In sequences, include change in level, speed and direction <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations <p><i>Aims and objectives for the end of KS2</i></p>	<ul style="list-style-type: none"> Wepa Cha Cuban Breaks <p>Zumba</p> <ul style="list-style-type: none"> Reggaeton Merengue Samba <p>Invasion games</p> <ul style="list-style-type: none"> Throwing and catching for points Identifying tactics to improve performance Understanding and implementing rules Lead warm-ups and understand the benefits <p>Net games</p> <ul style="list-style-type: none"> Serve from the base line Perform a volley shot in game situations 	<ul style="list-style-type: none"> Perform long jump and vertical jump, understanding how to improve performance Passing baton on the move Develop power when throwing a javelin Middle distance running – pacing <p>Striking and fielding games</p> <ul style="list-style-type: none"> Perform accurate overarm throws Basic fielding techniques – backing up, long barrier
	<p><u>Key Vocabulary</u></p> <p>Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, possession, space, body tension, pace, sequence, marking, hip action, arm-ography</p>		
Art	<p>Focus Artist: Picasso Focus Skill: Drawing / Digital Art</p> <ul style="list-style-type: none"> Work in a sustained and independent way to create an accurate, detailed drawing Develop key elements of their work (line, tone, pattern, texture) Draw from different viewpoints considering horizon lines Begin to consider perspective Use different techniques for purpose e.g., different styles of shading Work from a variety of sources including observation and photographs to develop own work Research Picasso and Cubism Draw in the style of Cubism 	<p>Focus Artists: Frida Kahlo & Diego Rivera Focus Skill: Painting</p> <ul style="list-style-type: none"> Be able to discuss colours that depict moods in paintings Mix and match colours to objects in the natural or man-made forms Know how hues are created using water colours and acrylics Mix colours, shades, tones, tints with confidence, building on previous knowledge Select colour for purpose explaining choices Discuss how colour can be used to express ideas, feelings and mood Confidently control the types of marks made and experiment with different effects and textures 	<p>Focus Artist: Andy Warhol – Pop Art Focus Skill: Printing - collagraph and relief</p> <ul style="list-style-type: none"> Research Pop Art and how Andy Warhol (and Jim Dine) was influential to this movement Make printing blocks to create an accurate printing design (collagraph and relief) Look carefully at the methods used and make decisions about printing methods Decide which type of print works best for different purposes Create an Andy Warhol style print with attention to detail and colour Explore printing from other cultures and time periods

	<ul style="list-style-type: none"> Take digital photos, and use software to alter them, adapt them and create work with meaning Create a Picasso inspired image using photographs Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools Combine graphics and text digitally Understand that a digital image can be made up of different layers Create layered images from original ideas Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose Begin to use digital media to record and evaluate a creative learning journey 	<ul style="list-style-type: none"> Discuss Frida Kahlo and Diego Rivera's contributions to Mexican art Make comparisons between two artists and their work Choose one of these artists as inspiration for own painting Annotate sketches to explain and elaborate ideas 	<ul style="list-style-type: none"> Observe print patterns in the natural and man-made world
	<p><u>Key Vocabulary</u> Painting – complementary colours, warm colours, cool colours, inspiration Printing – collagraph, relief, positive space, negative space, pattern Drawing – detail, horizon line, perspective, shading, Cubism Digital Art – digital photo, software, manipulate, graphics, text, layers, filter, special effects</p>		
Design Technology	<p>Viking Longboats – Structure</p> <ul style="list-style-type: none"> Can I research different Anglo Saxon or Viking boats, stating features that I like and dislike? Can I generate and develop ideas through group discussions and labelled designs? Can I design and develop a product to meet a design brief? Can I select from and consider the use of a range of materials according to their functional properties? Can I regularly collaborate with my peers and consider the views of others to improve my work? 	<p>Mayan Chocolate bars – Food</p> <ul style="list-style-type: none"> Can I make links to how the Mayans used chocolate? Can I design and develop a product to meet a design brief? Can I taste and select good ingredients to use in my chocolate bar? Can I design an eye-catching wrapper that links to the Mayans? Can I create a name and logo for my product? Can I evaluate my ideas against the design criteria and consider improvements to my work? 	<p>Design a Roller Coaster – Structure/Mechanism</p> <ul style="list-style-type: none"> Can I present my findings from my Disney and roller coaster research? Can I identify different features of materials and state how they are useful? Can I design and develop a product to meet a design brief? Can I make a model of our roller coaster as a marble run, selecting and joining different materials? Can I create a name and logo for my roller coaster?

	<ul style="list-style-type: none">Can I evaluate my ideas against the design criteria and consider improvements to my work?  Designer: Alec Issigonis	Chef: Heston Blumenthal	<ul style="list-style-type: none">Can I regularly collaborate with my peers and consider the views of others to improve my work?Can I evaluate my ideas against the design criteria and consider improvements to my work? Designer: Antonio Gaudi			
Key Vocabulary Design, evaluate, research, prototype, material, construct, structure, joining, technique, scale, model, balance, up thrust, hull, oars, sail, mast, packaging, logo, brand, cacao bean, theme, roller coaster, Disneyland						
Music 	Charanga <ul style="list-style-type: none">Livin' On a PrayerRockRock Anthems Key vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	Charanga <ul style="list-style-type: none">Classroom Jazz 1Bossa Nova and SwingJazz and Improvisation Key vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	Charanga <ul style="list-style-type: none">Make You Feel My LovePop Ballads Key vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Charanga <ul style="list-style-type: none">The Fresh Prince of Bel-AirOld-School Hip-Hop Key vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	Charanga <ul style="list-style-type: none">Dancing in the StreetMotown Key vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Charanga <ul style="list-style-type: none">Reflect, Rewind and ReplayClassicalThe history of music, look back and consolidate your learning, learn some of the language of music
	Music Year 5 – Knowledge and Skills					
Computing 	Online safety <ul style="list-style-type: none">To know different ways we can communicate online.To understand how online information can be used to form judgements.To understand some ways to deal with online bullying.	Data Handling – Mars Rover 1 <ul style="list-style-type: none">To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.To know what numbers using binary code look like and be able to identify how messages can be sent in this format.		Programming – Programming music <ul style="list-style-type: none">To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.To understand that using loops can make the process of writing music simpler and more effective.		

	<ul style="list-style-type: none">To know that apps require permission to access private information and that you can alter the permissions.To know where I can go for support if I am being bullied online or feel that my health is being affected by time online. <p>Computer systems and networks – Search engines</p> <ul style="list-style-type: none">To know how search engines work.To understand that anyone can create a website and therefore we should take steps to check the validity of websites.To understand what copyright is.To know the difference between ROM and RAM.	<ul style="list-style-type: none">To know what simple operations can be used to calculate bit patterns. <p>Creating media – Stop motion animation</p> <ul style="list-style-type: none">To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.To know that decomposition of an idea is important when creating stop-motion animations.To know that editing is an important feature of making and improving a stop motion animation. <p>Safer Internet Day</p>				
<p>Key Vocabulary</p> <p>Online safety - accurate information, advice, app permissions, apps, bullying, communication, health, judgement, memes, mental health, mindfulness, mini-biography, online communication, organisation, positive contributions, real world, strong password, summarise, support</p> <p>Computer systems and networks – Search engines - appropriate, credit, data leak, deceive, fair, inappropriate, incorrect, index, keywords, privacy, rank, real, TASK, web crawler</p> <p>Data Handling – Mars Rover 1 - 8-bit binary, addition, ASCII, binary code, boolean, byte, construction, CPU, data transmission, decimal numbers, discovery, distance, hexadecimal, Mars Rover, moon, radio signal, RAM, research, scientist, signal, simulation, subtraction, transmit</p> <p>Creating media – Stop motion animation - animator, character, flip book, fluid movement, frame, model, still image, thaumatrope, zoetrope</p> <p>Programming – Programming music - beat, bugs, coding, command, melody, mindmap, performance, pitch, play, rhythm, tempo, timbre, tutorials</p>						
<p>French</p> 	<p>Class rules in French Lessons.</p> <p>Revisions:</p> <p>Greetings</p> <p>New Song/Chanson: Bonjour, Salut!</p> <p>Locate Lyon/Dijon + Europe countries in French.</p>	<p>Culture: Halloween /All saints/Toussaint / Text.</p> <p>Review Voc (+bonbon...), song.</p> <p>Recall Body parts</p> <p>Paperwork body: Je suis malade + J'ai mal....</p> <p>Gram: Preposition a la, a le=au, aux...</p>	<p>Happy new year/ Bonne année</p> <p>Culture/ 6 Jan: l'Épiphanie / la galette des rois Voc. La recette + Video</p> <p>New Song/Chanson: Vent frais...</p>	<p>Culture: Recall Mardi gras (Shrove Tuesday) Carnival, Crêpes...</p> <p>Recall seasons + New poem/ weather: Quel temps fait il? Paper work + French Geography.</p> <p>Town of France/Les villes de France.</p>	<p>Petit déjeuner</p> <p>Paper work</p> <p>New Song: le petit déjeuner</p> <p>Food I like/ don't like</p> <p>Gram: Negative form. + c'est bon, délicieux, degoutant, mauvais.</p> <p>Quantity: Beaucoup/un peu...</p>	<p>Asking for food in a café:</p> <p>Qu'est-ce que vous voudriez? Je voudrais...</p> <p>Verbe vouloir (to want)?</p> <p>Role play/c'est combien?</p> <p>Book: Du ketchup sur tes cornflakes?</p>

<p>Etoile du jour (Star of the day)</p> <p>Le cahier de français: Prénom, nom de famille, le drapeau français. Les verbes et les questions: Quel est ton prénom? Mon prénom est... Practice.</p> <p>Class instructions + End of day instructions. + Prayer in French /translation with dictionary.</p> <p>Date & Weather (Report) Paper work. (word search/match sentences.)</p> <p>Numbers 1-100 Recall song/video</p> <p>Colours</p> <p>All vocabulary + All about me</p> <p>Grammar points</p> <p>L'alphabet/ Review main phonics + card game/ Je voudrais... Present phonics table</p>	<p>(Dr game/ dice/ cards of different body parts) Recall feelings?</p> <p>+ Gram: Learn "tres" and negative form of verb.</p> <p>Culture: 11 Nov/ Le jour du souvenir. Recall vocabulary from previous years + new voc (word search) Gram: fem/masc/pl/phonics...</p> <p>Christmas voc. Merry Christmas/Joyeux Noël Traditional Food 24th evening. + Recall songs + new song: Mon beau sapin</p>	<p>L'alphabet + Phonics/Graphemes table</p> <p>Recall Multiples of 10 up to 100</p> <p>Culture/ 2 Feb: la chandeur (Candlemas)/ Crêpes/pancakes... La Recette</p>	<p>Powerpoint /monuments/food...</p> <p>Culture/20 March/ Francophonie day! Les continents/Video</p> <p>Culture/Fête des mères (Mother day/ different date in France: 29th May) Revise Family voc + Describe my family in writing.</p> <p>School uniform/Mon uniforme ... Je porte /Dessin Verbe porter (to wear) Recall Clothes/Les vêtements/+ new Qu'est-ce que tu portes? paper work/ wordsearch. Gram: Et/ conjunction.... + colours adjectives agreement. Game to match colour words with clothes words!</p> <p>Culture/mid April: Joyeuses Pâques Easter vocabulary Song: Frère Jacques</p>	<p>+ Meals/ les repas: dejeuner/gouter/ diner Bon appetit! Verbes: manger (to eat), boire (to drink) Gram: Questions/Answers: Que manges tu au petit déjeuner? Sentence Building: Eg: au petit déjeuner, je mange.....au gouter je mange.....</p> <p>Culture/ 1 Mai: Fête du travail: Dessiner le muguet et Faits.</p> <p>Culture/ 8 Mai: Victoire de 1945 (Colorier les pays de l'entente/ pays en français)</p> <p>Recall Fruits voc & song / vegetables Paper work: Mots mêlés/ fruits + Devinette / traduire avec dico (eau) New Song: Les légumes Gram: Spot Adjectives.</p> <p>Multiples of 100 up to 1000</p>	<p>Euros</p> <p>Culture/ 19 June: Fête des pères (Father's Day) New Song: Ma famille. Use of bi-lingual dictionary.</p> <p>Culture/ 21 Juin: Fête de la musique: recall all songs, instruments and learn music style. Express like and dislikes... j'aime, je n'aime pas, j'adore, je déteste. Gram: Recall Negative form of verb.</p> <p>Culture/ Bastille day - 14 Juillet /text/ (Questions words: Qui/quoi/quand/comment...) Eg. of questions, to create together.</p>
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	Songs					
	<p>Happy birthday / Joyeux anniversaire Song/Chanson: Quel âge as-tu? J'ai.... Ans. When is your birthday? Quand est ton anniversaire?</p> <p>Mon anniversaire est le</p> <p>Happy holidays / Bonnes vacances</p> <p>Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut taisez-vous, Regardez, Ecoutez, Oui, Non, S'il vous plait, Chantez, Comptez... + Excusez moi, Pardon, Écrivez, Dessinez, Coloriez, Découpez, Pliez, Coller, Distribuez, Ouvrez, Fermez, Rangez , Répétez, Croisez les bras.</p> <p>+ End of day class instructions: Rangez les tables, Prenez votre livre, Prenez votre sac, prenez votre boîte repas, prenez votre bouteille d'eau, Prenez vos vêtements, Priez.</p> <p>Date: day, number, month.</p> <p>Various Grammar points: Gender nouns: Masculine/feminine, Simple Plural, Adjectives agreement and words order, Definite (le,la,les) & Indefinite (un,une,des) articles, Possessives, Partitive articles (du/de/des), Formal and informal (tu/vous), Learning how to ask questions... Negative form (ne....pas), Prepositions of places: en, au, a la, aux, dans, Conjugation of simple verbs and simple pronouns: Etre, Avoir, Etre, Aller, Manger, Habiter, Jouer, Faire...</p> <p>Use of bilingual dictionary.</p> <p>French Phonics /Graphemes</p> <p>Sentence building: Present tense simple verbs and simple pronouns: Etre, Avoir, Aimer, Aller, Manger, Habiter, Jouer, Faire.</p>					
PSHE/Sex and Relationships/ Safeguarding 	Me and My Relationships <ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others • Give examples of some key qualities of friendship • Reflect on their own friendship qualities • Identify what things make a relationship unhealthy • Identify who they could talk to if they needed help <p>Health Week</p>	Valuing Differences <ul style="list-style-type: none"> • Define some key qualities of friendship • Describe ways of making a friendship last • Explain why friendships sometimes end • Understand that the information we see online, either text or images, is not always true or accurate • Recognise that some people post things online about themselves that 	Keeping Myself Safe <ul style="list-style-type: none"> • Recognise which situations are risky • Explore and share their views about decision making when faced with a risky situation • Suggest what someone should do when faced with a risky situation • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks • Understand the actual norms around 	Rights and Responsibilities <p>Comic Relief/Sport Relief, World Book Day, Easter egg competition, baking</p>	Being the Best <ul style="list-style-type: none"> • Describe 'star' qualities of celebrities as portrayed by the media • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life • Describe 'star' qualities that 'ordinary' people have • Identify people who are responsible for helping them 	Growing Up & Changing Sex & Relationships Puberty <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these • Explain strategies they can use to build resilience • Know the correct words for the external sexual organs

		<p>aren't true, sometimes this is so that people will like them</p> <ul style="list-style-type: none"> • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation • Develop an understanding of discrimination and its injustice, and describe this using examples • Empathise with people who have been, and currently are, subjected to injustice, including through racism • Consider how discriminatory behaviour can be challenged <p>Panto</p>	<p>smoking/alcohol and the reasons for common misperceptions of these</p> <p>Baking</p>		<p>stay healthy and safe</p> <ul style="list-style-type: none"> • Identify ways that they can help these people <p>Sewing, Chester Fire Brigade</p>	<ul style="list-style-type: none"> • Discuss some of the myths associated with puberty • Recognise that some people can get bullied because of the way they express their gender • Give examples of how bullying behaviours can be stopped • Understand what kinds of touch are acceptable or unacceptable • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch <p>Maths Fun Day (Bishops), Harry Potter Day (Upton), Sewing</p>
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Key Vocabulary

Me and My Relationships – negotiation, compromise, conflict, resolution, insensitive, sensitive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe.

Valuing Difference – excluded, discrimination, prejudice, diverse, multicultural society, sex, sexual orientation, gender identity, gender expression, racism.

Keeping Myself Safe – assessing risk, pressure, influence, risk taking, dare, resist pressure, substance, stimulant, habit, addiction, norms, perception, cigarettes, alcohol.

Rights and Responsibilities – responsibility, fact, opinion, rights, duties, borrow, loan, credit, debit, interest, costs, wages, salaries, rent.

	<p>Being My Best – perseverance, commitment, resilience, determination, patience, interpersonal skills, independence, responsibility, personal qualities, celebrities.</p> <p>Growing and Changing – wellbeing, resilience, trust, unwanted attention, unwanted touch, confidential, testicles, foreskin, anus, erection, wearing a bra, body anxiety, penis, period protection, sweat, washing, body confidence, emotions, spots, body autonomy, body odour, hormones, hydration, exercise, sleep, breast development, hips widen, period, menstruation, genitalia, puberty, hormones, emotional change, mood swings.</p>
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