



Year 5 Curriculum

From tiny seeds beautiful minds blossom and grow...



Welcome to our Year 5 Curriculum

In this document you will find information about science and the foundation subjects that we teach in year five. English and Maths information can be found in a separate document.

As a school, we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience building upon knowledge, understanding and developing skills. We are fully committed to developing each child's unique potential within a secure and caring environment. The breadth of our curriculum comes from the wide range of topics covered within subject schemes of work whilst depth is sought by considering 'big enduring ideas' across these subjects (Meyer and Land, 2003). Our ambition is for our students to study the best of what has been thought and said by many generations of academics and scholars.

We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, using opportunities in our local area.

We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with independent learning skills.

The children of East Herrington Primary Academy are happy learners who work hard to reach the challenges set by their teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspirations. This fulfils our mission statement "From tiny seeds beautiful minds blossom and grow"



Science: Properties and Materials (1)

Learning Objectives	Vocabulary	Skills	Enquiry Type
To compare materials according to properties To construct a table	Material (types), properties (types), solid, liquid, gas, solution, mixture, particle, energy, dissolve (solute, solvent, saturation), filtering, sieving, evaporating, reversible, irreversible	Explaining science	<u>Identifying, Classifying and Grouping</u> How can we group materials based on their properties? (Data Loggers)
To plan and carry out a fair test To find out which materials are best to create a waterproof outfit.		Designing experiments -plan a fair test	
To understand the difference between a solution and a mixture To use scientific model to describe and explain		Explaining science -use a science model to describe and explain -draw and annotate diagrams	
To understand that some materials dissolve to form a solution To predict which materials are soluble		Explaining science -use complex words Making conclusions -use science to explain	
To explain how mixtures can be separated To use scientific language and reasoning		Explaining science -use complex words	
To use the internet to research a variety of separation methods		Explaining science -use complex words	



Science: Properties and Materials (2)

Learning Objectives	Vocabulary	Skills	Enquiry Type
To categorise reversible and non-reversible changes	Material (types), properties (types), solid, liquid, gas, solution, mixture, particle, energy, dissolve (solute, solvent, saturation), filtering, sieving, evaporating, reversible, irreversible	Explaining science -use complex words	<u>Identifying, Classifying and Grouping</u> How can we group materials based on their properties? (Data Loggers)
To identify materials which can be recycled and understand the importance of recycling.		Explaining science using complex words	
To use previous learning to answer questions based on properties of materials.		Explaining science using complex words	

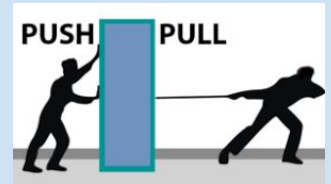


Science: Space

Learning Objectives	Vocabulary	Skills	Enquiry Type
To sort and classify. What do we know about Space?	Solar system, planets (names), star, sun, Earth, moon, gravity, orbit (elliptical), rotation, axis, poles, equator, northern/southern hemisphere, shadow, day, (lunar) month, year, leap year, eclipse, luminous, non-luminous, phases (names)	Draw and annotate diagrams	<u>Research using secondary sources</u> How far away are the planets in our solar system from the sun?
To use a science model to describe. To understand what the solar system is like		Draw and annotate diagrams or create 3D model	
To use a science model to describe. To understand why the sun moves across the sky		Describe patterns and trends	
To use a science model to describe. To explain and understand the phases of the moon.		Use science model to describe and explain	
To design a fair test. To research activities involving moon landings, space station, rockets, etc. Historical, current and future perspectives		Use science model to describe and explain	
To write a scientific prediction. To explore the solar system- could we live and survive on Mars? - Create and plan lunar/mars base. Use all science. - Are we alone? Life on Mars mystery activity.		Use a science model to describe and explain.	

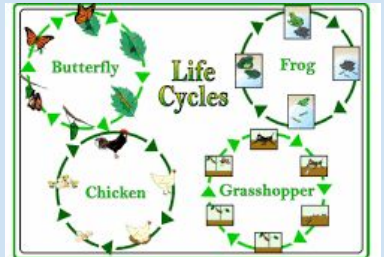
Science: Forces

Learning Objectives	Vocabulary	Skills	Enquiry Type
To identify and explain balanced and unbalanced force.	Force, contact, non-contact, push, pull, friction, air resistance, water resistance, up-thrust, drag, gravity, balanced, unbalanced, force arrow, accelerate, decelerate, Newton, force meter, mass, multiplier, lever, pulley, gear, pivot, fulcrum, effort, load, machine	To use a scientific model to explain.	<u>Comparative & Fair Test</u> How does the size of a parachute affect the time it takes to fall to the ground?
To understand the effect friction has on objects.		To use a scientific model to describe and explain.	
To investigate the effect of air resistance.		To use a scientific model to describe and explain.	
To understand gravity as a non-contact force.		To use a science model to describe and explain.	
To investigate 'What is upthrust'?		To construct a graph.	
To investigate levers.		To construct a graph.	



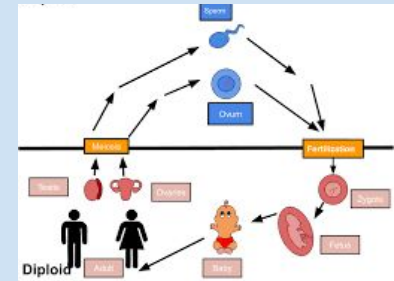
Science: Living Things and their habitats

Learning Objectives	Vocabulary	Skills	Enquiry Type
To compare animal life cycles	Life cycle (various, associated terminology), reproduction (internal / external), gamete, petals, sepals, carpel, stigma, ovary, anther, stamen, pollen, pollination, fertilisation, dispersal	To explain the life cycle of a butterfly and release the butterflies.	<u>Observation over time</u> How do butterflies change over their lifetime?
To begin to understand reproduction in plants		Draw & annotate diagrams	
To further understand reproduction in plants		Draw & annotate diagrams	
To further understand reproduction in plants		To plan a fair test.	
To further understand reproduction in plants		To use scientific vocabulary to explain.	
To explain the life cycle of a butterfly and release the butterflies.		Draw & annotate diagrams	



Science: Animals including humans

Learning Objectives	Vocabulary	Skills	Enquiry Type
To understand what happens as we get older- human life cycle	Baby, toddler, child, adolescent, adult, offspring, puberty, pubic hair, egg, sperm, testes, ovaries, oviduct, uterus, cervix, vagina, vulva, sperm duct, foreskin, scrotum, glands, erection, ejaculation, intercourse, fertilisation, gamete	Draw and annotate diagrams	<u>Pattern Seeking</u> Is there a relationship between an animal's size and its gestation period?
To understand what happens to our bodies when we get older		Construct complex tables	
To understand what are our reproductive organs.		Use complex words	
To understand what happens during puberty		Use complex words	
To understand where babies come from		Use model to describe/ explain	
Consolidation Lesson		Consolidation Lesson	



Geography: North America



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. To identify the countries of North America. To investigate and compare climates in North America.	Biomes, Northern Hemisphere, Southern Hemisphere, tropics, equator, taiga, tundra, desert, characteristics, vegetation belt, continent, Central America, State, settlement, land use	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. To explore the geographical features of North America.		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. To explore the capital cities of North America.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. To explore the various time zones of North America and how these compare to other time zones around the world.		
L.O. To compare a region in the UK with a region in North America.		
L.O. To research the human and physical geography of a particular North American country.		

Geography: Greece



Learning Objectives	Vocabulary	Fieldwork Skills
<i>L.O to be able to locate Greece on a map and label key features</i>	Greece, Europe, continent, economy, trade, tourism, Greek Orthodox	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<i>L.O. To explore the climate in Greece in relation to its location</i>		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. To Compare physical and human features of Greece and England		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. To explain why Greece is a popular tourist destination		
L.O. To explore what Greeks enjoy eating and food export		

Geography: Scandinavia



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to be able to locate Scandinavian countries and major cities on a world map	Nordic, Scandinavian, climate zones, Northern Europe, temperature, seasons, daylight, glaciers, fjords	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to explore the climate and weather of Scandinavia		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. To explore the physical features of Scandinavia		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to explore aspects of human geography of Scandinavia		
L.O. to be able to compare and contrast and area of the UK with an area in Scandinavia		

History: Ancient Greece



Learning Objectives	Vocabulary	Skills
Who were the Ancient Greeks? Identify Ancient Greeks in historical chronology. -compare location and dates to Ancient Egyptians. To understand how Empires grow. (Reflect on Roman Empire and revisit Empires in the context of Ancient Greece) To understand the difference between Athens and Sparta. To use historical sources to make comparisons. To understand how the Greeks affected the development of the Olympics. (Impact of sport and leisure on the Western World) Ancient Greek Democracy To understand how the political system in Ancient Greece has influenced modern life in the Western World	Use words and phrases to indicate talking about decades, centuries and millennium etc Understand words related to history in general as well as periods of history eg 'parliament', 'empire', 'civilisation' etc	Draw a timeline with different historical periods showing key historical events or lives of significant people. Use mathematical skills to round up time differences into centuries and decades. Relate current studies to previous studies. Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods. Identify their achievements and influences on the western world. Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Compare accounts of events from different sources and work out how conclusions are arrived at. Evaluate sources of information and identify those that are useful for a task. Give more than one reason to support a historical argument. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.

History: The Anglo Saxon and Viking Struggle



Learning Objectives	Vocabulary	Skills
To explore what Britain was like before the first Viking invasions. To find out about the Viking invasions of Britain.	Use words and phrases to indicate talking about decades, centuries and millennium etc	Draw a timeline with different historical periods showing key historical events or lives of significant people. Use mathematical skills to round up time differences into centuries and decades. Relate current studies to previous studies.
To find out about the Viking settlement of Britain and how this affected the Anglo Saxons. To explore what life was like for Vikings living in Britain.	Understand words related to history in general as well as periods of history eg 'parliament', 'empire', 'civilisation' etc	Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods.
To find out why King Alfred was dubbed 'Alfred the Great'.		Give reasons why some events, people or developments are seen as more significant than others.
To find out how and when England became a unified country.		Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Compare accounts of events from different sources and work out how conclusions are arrived at. Evaluate sources of information and identify those that are useful for a task. Give more than one reason to support a historical argument.
To find out about the end of the Anglo-Saxon and Viking era in Britain.		Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.

History: Mining (Local Study)



Learning Objectives	Vocabulary	Skills
L.O. to know coal mining started in Britain and when people first started using coal and why?	Use words and phrases to indicate talking about decades, centuries and millennium etc	Draw a timeline with different historical periods showing key historical events or lives of significant people. Use mathematical skills to round up time differences into centuries and decades. Relate current studies to previous studies.
L.O. to know what mining was like in the Victorian Era	Understand words related to history in general as well as periods of history eg 'parliament', 'empire', 'civilisation' etc	Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods.
L.O. to know about the history of miners lamps (link to Stadium of Light)		Give reasons why some events, people or developments are seen as more significant than others.
L.O. to know where coal mines were originally located in Sunderland and why they began to close (link to Herrington Park)		Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Evaluate sources of information and identify those that are useful for a task. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
L.O. to know what a day in the life of a North East Miner was like.		Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods. Compare accounts of events from different sources and work out how conclusions are arrived at.
L.O. to understand what can we learn from the history of mining that has changed life today and/or may change life in the future?		Identify their achievements and influences on the western world.

Computing:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety (Project Evolve)
NCCE Curriculum focus area	Computing systems and networks	Programming	Creating media	Data and information	Programming	Creating media	
NCCE Computing Unit	Sharing information Identifying and exploring how information is shared between digital systems.	Introduction in vector graphics Creating images in a drawing program by using layers and groups of objects.	Flat-file databases Using a database to order data and create charts to answer questions.	Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Selection in quizzes Exploring selection in programming to design and code an interactive quiz.	Video editing Planning, capturing, and editing video to produce a short film.	• Self image and identity • Online relationships • Online reputation • Online bullying • Managing online information
Software / hardware required	Google Slides	Google Drawings	J2E http://www.j2e.com/help/videos/datags4 ***free version available but children can't save work	Crumbles, Crumble accessories and Crumble software (based on Scratch environment)	Scratch	Recording device, Microsoft Movie Maker (could use other movie editing software) ***only some parts of this unit may be deliverable due to hardware/software	• Health, well-being and lifestyle • Privacy and security • Copyright and ownership

PHSRE:

Autumn	<u>Belonging to a community/citizenship</u> I know about how resources are allocated and the effect this has on individuals, communities and the environment. I understand the importance of protecting the environment and how everyday actions can either support or damage it. I can show compassion for the environment, animals and other living things. I know about the way money is spent and how it affects the environment. I can express my own opinion about my responsibility towards the environment.	<u>Safe Relationships</u> I know how to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. I know how to ask for, give and not give permission for physical contact. I can understand how it feels in a person's mind and body when they feel uncomfortable I understand that it is never someone's fault if they have experienced unacceptable contact. I know how to respond to unwanted or unacceptable physical contact. I understand that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret that I am worried about. I know who to tell if I am concerned about unwanted physical contact.	<u>Respecting Ourselves and Others</u> I recognise that everyone should be treated equally I know why it is important to listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyles are different to my own. I know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia. <i>I can identify online bullying and discrimination of groups or individuals e.g. trolling, harassment</i>	<u>SUMO</u> Change Your T Shirt Fruity Thinking
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Spring Term	<u>Families and Friendships</u> I understand what makes a healthy friendship and have strategies to make people feel included, I know about peer influence and how it can make people feel or behave, I understand the impact of the need for peer approval in different situations (including online) and have strategies to manage this (e.g. exit strategies, assertive communication) I understand that it is common for friendships to experience challenges and have strategies to positively resolve disputes and reconcile differences. I understand that friendships can change over time and the benefits of having new and different types of friends. I can recognise if a friendship is making me feel unsafe, worried or uncomfortable and when and how to seek support in relation to friendships.	<u>Media literacy and Digital Resilience</u> <i>I can identify different types of media and their different purposes e.g. to entertain, inform, persuade, advertise.</i> <i>I have basic strategies to help me assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.</i> <i>I understand that some media and online content promote stereotypes.</i> <i>I know how to assess which search results are more reliable than others.</i> <i>I know how to recognise unsafe or suspicious content online.</i> <i>I know how devices store and share information.</i>	<u>Money and Work</u> I can identify jobs that I might like to do in the future. I understand the role ambition can play in achieving a future career. I understand how or why someone might choose a certain career. I know about what might influence people's decisions about a job or career e.g. pay, working conditions, personal interests, strengths, qualities, family, values. I understand the importance of diversity and inclusion to promote people's career opportunities. I know about stereotyping in the workplace, its impact and how to challenge it. I understand that there are a variety of routes into work e.g. college, apprenticeships, university, training.	<u>SUMO</u> Hippo Time is OK Remember the Beachball
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PHSRE:

Summer Term	<u>Physical Health and Mental Health</u> I understand how sleep contributes to a healthy lifestyle. I understand healthy sleep strategies and how to maintain them. I understand about the benefits of being outdoors and in the sun for physical and mental health. I know how to manage risk in relation to sun exposure	<u>Growing and Changing</u> <i>I can identify external genitalia and reproductive organs.</i> <i>I know about the physical and emotional changes during puberty.</i> <i>I know the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</i> I have strategies to manage the changes during puberty including menstruation <i>I understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</i> I know how to discuss the challenges of puberty with a trusted adult. I know how I can get information and advice about puberty.	<u>Keeping Safe</u> I can identify when situations are becoming risky, unsafe or an emergency. I can identify occasions where I can help to take responsibility for my own safety. I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. <i>I know how to deal with common injuries using basic first aid techniques.</i> <i>I know how to respond in an emergency, including when and how to contact different emergency services.</i> I know what to do and whom to tell if I think myself or someone I know might be at risk of inappropriate or unsafe physical contact. (Kidsafe)	<u>SUMO</u> Learn Latin Ditch Doris Day
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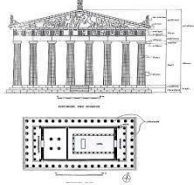


Foreign Language: Language Angels



Autumn 1	Phonetics 1-3 (C)Core Vocabulary	Phonetics Lesson 1 Core Vocab: Days of the week	Phonetics Lesson 2 Core Vocab: Months of the year	Phonetics Lesson 3 Core Vocab: Salutations	Core Vocab: Classroom Commands	Core Vocab: Numbers	Core Vocab: Colours
Autumn 2	Vegetables (E)	Les Legumes 1	Les Legumes 2	Les Legumes 3	Les Legumes 4	Les Legumes 5	Revision Listening Exercise
Spring 1	Presenting myself (I)	Je Me Presente Lesson 1 (Numbers/Ca va?)	Je Me Presente Lesson 2 Numbers/Je m'appelle)	Je Me Presente Lesson 3 (Name and Age)	Je Me Presente Lesson 4 (Ou habites-tu?)	Je Me Presente Lesson 5 (Nationality - Je suis...)	Revision
Spring 2	Family (I)	La famille Lesson 1	Il-Elle s-appelle	As-Tu Un Frère - Une Soeur	Numbers 10-100	Mon - Ma - Mes	Revision
Summer 1	Romans (I)	L'Histoire de Rome Romulus and Remus	L'Empire Romain	La Mythologie Romaine	Les Grandes Inventions	Etre Enfant a Rome	Let's revisit some of the history of Rome
Summer 2	Clothes (I)	Les Vêtements (Lesson 1)	Les Vêtements (Lesson 2)	Porter Verb (Lesson 3)	Les Vêtements (Lesson 4)	Les Vêtements (Lesson 5)	Revision

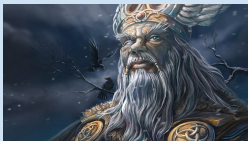
Art: Formal Elements - Architecture

House Drawing	Improve their mastery of art and design techniques, including drawing. • Create sketchbooks to record their observations.	Children draw the Acropolis from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like.	
House Monoprints	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Improve their mastery of art and design techniques	Based on a section of their drawing from Lesson 1, children create a dramatic monoprint using ink.	
Hundertwasser House	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketchbooks to record their observations and use them to review and revisit ideas. • Learn about great artists, architects and designers in history.	Inspired by the work of Hundertwasser, children add vibrant colours to an image of the Acropolis	
Be an Architect	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketchbooks to record their observations and use them to review and revisit ideas. • Learn about great artists, architects and designers in history.	Children design a building, choosing whether to draw either a perspective view, plan view or a front elevation of their original Acropolis design.	
Monument	Improve their mastery of art and design techniques, including drawing, painting and sculpture. • A three-dimensional piece of artwork. • Create sketchbooks to record their observations and use them to review and revisit ideas. • Learn about great artists, architects and designers in history.	After learning about what monuments are, children design their own to reflect something they want to commemorate.	

Art: Every Picture Tells a Story

Banksy	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Every Picture Tells A Story: Looking past the seemingly discriminatory tone of Banksy's Clacton Pigeon Mural, children consider what message he was really trying to convey and alter the image to reflect British Values.	
Inspired by Rorschach	To improve their mastery of art and design techniques, including drawing, painting and sculpture • with a range of materials [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history.	Children learn that the inkblots which inspired Andy Warhol's 'Rorschach, 1984' were a set of psychological tests designed by the Swiss psychologist himself, and that the message of the inkblot really comes from how it is interpreted by the viewer.	
Emojis	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design.	Pictographs existed even before language did and children use the ever prevalent pictogram of the 21st century, the emoji, to create sentences and convey meaning.	
John Singer Sargent	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Through the piece 'Gassed' by John Singer Sargent, pupils explore the human side of the image and work in groups to re-enact the scene from World War 1, positioning themselves like the soldiers in the piece and taking a photo of the final composition.	
Magdalene Odundo	Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	By loosely playing around with shapes, Kenyan artist Magdalene Odundo creates ideas for her ceramic pots, and children work in the same way, with space around them (outdoors/pavement), using two different colours of chalk and their whole bodies to make long sweeping arm movements.	

Art: Design for a purpose

Coat of Arms	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • To improve their mastery of art and design techniques.	After learning about how the coat of arms originated and how they are used today, children create a design for a coat of Arms for a character from Viking Boy	
Designing Spaces	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design to improve their mastery of art and design techniques.	Working to a specific brief, children work collaboratively to create a design for a new great hall at the steading..	
Changing Spaces	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • To improve their mastery of art and design techniques.	Children use cut out shapes to help them experiment and develop their design ideas.	
What's in a name?	Design purposeful, functional, appealing products for themselves and other users. • Based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils are given a word as a product name, which they then devise a product idea for which will be a gift for Odin..	
Adverts	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, • Develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Children create and then present a pitch to sell their product.	

Art: Art and Designs Skills

Drawing: A walking line	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Based on Paul Klee's belief that "a drawing is simply a line going for a walk", children take a black and white photocopy of a textured material centred on an A3 page and using a pencil, extend the drawing outwards, drawing in any tones they see.	
Drawing: Picture the Poet	To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Children draw a portrait of themselves or a partner, using just one continuous line, then referring to a poem or text, write over the lines, creatively varying the size and style of their writing to suit the details of the picture.	
Learning About...How Artists Work	To create sketch books to record their observations and use them to review and revisit ideas.	Children work imaginatively to develop an idea of their own, sourcing pictures, photos and illustrations, they practice sketching their images before producing a final drawing based on Viking longboats.	

Design Technology:

Cams, Using computer aided design in textiles,
Celebrating culture and seasonality.

Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Investigate products to collect ideas.	Measure accurately to cm and g	Evaluate their product recognising what has gone well and how it could be improved, giving reasons.	Apply their understanding of how to strengthen, stiffen and reinforce more complex models and structures created	Develop sensory vocabulary/knowledge using smell, taste, texture and feel
Observe, draw and sketch to refine ideas	Strengthen joins and corners in a variety of ways	Increasingly use testing to improve models and finished products	Understand and use mechanisms like pulleys in their products to create movement	Understand and apply the principles of a healthy and varied diet
Develop one idea understanding the designs must meet a range of criteria and constraints.	Understand how wheels, axles, turning mechanisms, hinges and levers all work together	Discuss how well the product meets the design criteria and how well it meets the needs of the user	Apply their understanding of computing to program, monitor and control products.	Measure and weigh ingredients appropriately
Produce step by step plans	Join materials with a greater range of techniques e.g staples, glue gun (supervised)	Evaluate food by taste, flavour, texture etc.	Understand and use electrical systems in their products	Analyse the taste, texture, smell and appearance of food
Use a computer to model ideas.	Join fabrics using over stitching e.g. back stitch, blanket stitch	Develop understanding of key events and individuals in d & t who have made an impact on the world		Select own ingredients when cooking or baking (aim to make predominately savoury food)
	Make well presented, quality products			Use seasonal food where possible; develop understanding of seasonality and how ingredients are grown, reared, caught and processed.
	Select and prepare food for a particular purpose			Work safely and hygienically
	Join and combine ingredients appropriately e.g.beating, rubbing in Work in a safe, hygienic way			

Music:

Autumn Term



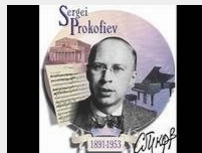
Singing	Playing	Composing/Improvising	Listening	Musical Elements
Sing songs in unison and two parts maintaining their own part. Sing with control of pitch, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression controlling breathing (identifying musical phrases), posture and sound projection. Main focus Christmas songs for performance.	To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers and to continue to read pitched notes. Read and play at least 5 notes on an instrument with greater accuracy and independence. To copy notes and memorise patterns and develop the skill of playing by ear.	Improvise with confidence and an awareness of rhythm, context and purpose Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics. Capture and record creative ideas using any of: • graphic symbols • rhythm notation and time signatures • staff notation • technology. Compose music to describe images and develop musical imagination.	Give opinions of the music heard with confident use of an extended range of musical terminology. Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles Describe and Identify musical features, and how music reflects different intentions or time and place. Respond to music through dance	Pitch: identify steps, leaps and repeated notes. Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Dynamics: understand how a wider range of dynamics can be used for expressive effect. Tempo: understand how a wider range of tempi can be used for expressive effect. Timbre: Discuss the ‘quality’ of voice of vocal and instrumental pieces. Texture: begin to understand the different types of harmony (simple parts, use of chords, a cappella) Structure: develop an understanding of conventional musical structures

Listening Repertoire

Zorbas dance and other Greek traditional music.

Mason Bates - Anthology of Fantastic Zoology – Sprite; A Bao A Qu

Troika - Prokofiev. (Christmas listening)





Music:

Spring Term



Singing

Sing songs in unison and two parts maintaining their own part.

Sing with control of pitch, expression, fluency and confidence

Sing with clear diction, a sense of phrase and musical expression controlling breathing (identifying musical phrases), posture and sound projection.

Recognise structures in known songs (identify repeated phrases)

Playing

Read and play at least 5 notes on an instrument (eg Chalumeau Clarinet) with greater accuracy and independence.

Read and perform pitch notation within an octave

Perform with control, dynamics and awareness of others

Play instruments with control and rhythmic accuracy

Accurately maintain an independent part within a group in both instrumental and vocal performance.

Composing/Improvising

Improvise with confidence and an awareness of rhythm, context and purpose

Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics.

Compose music to describe images and develop musical imagination and contrasting moods.

Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics

Compose 4 bars of music using up to 5 notes with an understanding of note value and time signature.

Listening

Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians

Give opinions of the music heard with confident use of an extended range of musical terminology.

Listen to music of differing genres (eg jazz, classical, gospel) and compare and contrast the different styles

Describe and Identify musical features, and how music reflects different intentions or time and place.

Musical Elements

Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments.

Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm..Crotchets, paired quavers, minims, semibreves, semiquavers and rests.

Dynamics: understand how a wider range of dynamics can be used for expressive effect. Wider range of dynamics including FF fortissimo, pianissimo p, mf and mp moderately loud and quiet.

Tempo: understand how a wider range of tempi can be used for expressive effect.

Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces.

Identify families of instruments and ensemble combinations (samba, choir)

Texture: begin to understand the different types of harmony (simple parts, use of chords, a cappella) Music in 3 and 4 parts Triads and chord progression.

Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). Ternary Form verse and chorus form, music with multiple sections.

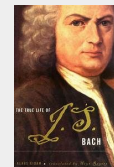
Listening Repertoire

Lean on Me - Bill Withers - Gospel Music

Beyonce / Mary Mary / Elvis Presley

Ode de Joy - Bach

Finlandia - Sibelius





Music:

Summer Term



Singing

Playing

Composing/improvising

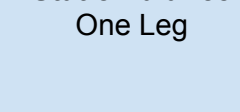
Listening

Musical Elements

Listening Repertoire

Under Development

PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cognitive Skills I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents. I can recognise and suggest patterns of play which increase chances of success. I have a clear idea of how to develop my own and others' work. I can identify specific parts of a performance to work on. I can understand criteria to judge performance. I can use my awareness of space and others to make good decisions.	Creative Skills I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movement that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.	Social Skills I can involve others and motivate those around me to perform better. I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Physical Skills I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sports specific contexts. I can perform a range of skills fluently and accurately in practise situations. I can perform a variety of movements and skills with good body tensions. I can link actions together so that they flow.	Health and Fitness I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm-ups and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	Personal Skills I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.
Coordination Ball Skills Agility Reaction/ response	Static balance Seated Static Balance Floor Work 	Dynamic Balance On a Line Counter Balance With a Partner 	Dynamic Balance to Agility Jumping and Landing Static Balance One Leg 	Static Balance Stance Coordination Footwork 	Coordination Sending and Receiving Agility Ball Chasing

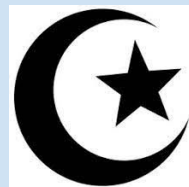
RE:

Old Agreed Syllabus taught Autumn Term 2021

Autumn	Christmas Unit What is the meaning of Christmas?
What can we learn about the Christian faith through studying the lives of the northern saints? Demonstrating understanding of the significance of Northern Saints, then and now Local figures-Cuthbert, Aidan, Bede	What are the themes of Christmas? Demonstrating understanding of the significance of the Christmas story, Christian symbols and practices today
	

RE: New Syllabus (to be taught Autumn 2022)

Autumn 1	Autumn 2
What does it mean if Christians believe God is holy and loving? Make sense of belief: • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms Understand the impact: • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship Make connections: • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	What does it mean to be a Muslim in Britain today? Make sense of belief: • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Understand the impact: • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections: • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Sunderland today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.



RE: current agreed syllabus

Spring 1	Spring 2
Why do Christians believe Jesus was the Messiah? Make sense of belief: • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms Understand the impact: • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Make connections: • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	Why is the Torah so important to Jewish people? Make sense of belief: • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them Understand the impact: • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections: • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 

RE: current agreed syllabus

Summer 1	Summer 2
Christians and how to live: what would Jesus do? Make sense of belief: • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Understand the impact: • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections: • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view. 	What matters most to Humanists and Christians? Make sense of belief: • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Understand the impact: • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections: • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.