

St. Mary's YEAR 5 LONG TERM PLAN

	Autumn		Spring		Summer	
Values Heartsmart	LOVE 'Get HEARTSMART'	COMPASSION 'Don't Forget to Let Love In!'	RESPECT 'Too much Selfie isn't healthy!'	COURAGE 'Don't Rub it in, Rub it Out!'	HONESTY 'Fake is a Mistake!'	DETERMINATION 'No Way through isn't true!'
Maths	<ul style="list-style-type: none"> *Reading, writing and making numbers to a million (place value charts, place value counters, digit cards) *Recognise the place value of each digit in a 7-digit number *Look at the impact of adding powers of 10 to a number up to 1,000,000 (with and without crossing boundaries) *Understanding the size and value of a million *Partition a number up to 1 million in a standard and non-standard way *Compare and order numbers to 1,000,000 *Position numbers up to 1 million on a number line with a range of start and ending points – blank and called number lines *Order and compare numbers (either by positioning on a number line first or by using place value) *Rounding numbers up to 1 million to the nearest 10, 100, 1,000, 10,000 and 100,000 *Read and position negative numbers on a number line. *Calculate the difference between a positive and a negative number by bridging back through 0 *Counting forwards and backwards with positive and negative numbers *Reading and writing Roman Numerals up to 1,000 *Problem solving *Add and subtract numbers mentally with increasingly large numbers - scaling facts *Add and subtract numbers mentally with increasingly large numbers - fact families and inverse operations *Add and subtract numbers mentally with increasingly large numbers - using place value to calculate *Add and subtract numbers mentally with increasingly large numbers - using partitioning to calculate *Add and subtract numbers mentally with increasingly large numbers - bridging *Finding the Difference *Using near doubles *Add and subtract numbers mentally with increasingly large numbers - reordering *Compensating *Adjusting *Use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy *Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) *Selecting efficient methods *Solving word problems *Solve problems involving converting between units of time *Apply telling the time and calculating durations of events to reading timetables 		<ul style="list-style-type: none"> * Times Tables *Multiplying a number by 10, 100 and 1,000 *Dividing a number by 10, 100 and 1,000 *Related facts *Doubling and halving relationship in multiplication and division *Associative Law *Distributive Law *Multiples *Common Multiples *Factors *Build arrays for square numbers and discuss that these have an odd number of factors *Cubed numbers *Build arrays for prime numbers and establish what makes these numbers prime * Substantial problem involving investigating factors, prime and square numbers *Factorising * Formal written strategy for multiplication * Formal written strategy for division *Interpret remainders within division problems * Solving problems involving multiplication and division (using mental and written strategies, scaling and simple ratio) *Recap the language of fractions and representations of fractions *Use a fractions wall to establish some simple equivalences *Explore the relationships between fractions that are equivalent *Use multiplication to find a family of equivalent fractions when given a starting fraction *Order and compare fractions where the denominators are all multiples of each other – applying equivalent fractions understanding *Explore mixed numbers and improper fractions by continuing a fraction count across 2 fraction walls or a number line that extends beyond 1 *Position mixed numbers and improper fractions on a number line *Convert converting improper fractions to mixed numbers *Calculating non unit fraction of quantities *Add fractions with the same denominator and denominators are multiples of the same number *Subtract fractions with the same denominator and denominators are multiples of the same number *Multiply proper fractions and mixed numbers by a whole number using models and images to support 		<ul style="list-style-type: none"> *Understand tenths and hundredths and the relationship between them *Partitioning and recombining decimal numbers *Compare decimals *Position decimal numbers on a number line *Rounding decimals *Mental addition of decimals *Mental subtraction of decimals *Written addition of decimals *Written subtraction of decimals *Multiply and divide by 10, 100 and 1,000 *Multiply and divide numbers mentally drawing upon known facts *Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. *Solve problems involving numbers up to 3 decimal places *Read and write decimal numbers as fractions *Recognise and write percentages *Recognise equivalent percentages, fractions and decimals *solve problems that require knowing percentage and decimal equivalents *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° Substantial problem *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 angles. *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. *Identify 3-D shapes, including cubes and other cuboids, from 2-D representations *Recap what is known about metric measures – how many g in a kg, ml in a l, cm in a m, etc *Convert between different units of metric measure, including decimals and fractions *Understand and use approximate equivalences between metric units and common imperial units and convert between them * Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] *Use addition and subtraction to solve problems involving measure *Use multiplication and division to solve problems involving measure *Consolidation through topic and real-life situations *Recap perimeter and look at the perimeter of regular shapes *Find missing lengths of a shape if given the total perimeter *Find the perimeter of a composite rectilinear shape by breaking it down 	

			<p>into smaller shapes</p> <ul style="list-style-type: none"> * Recap area and counting the squares in a shape to find its area * Understand why we use the notation cm squared when recording the area of a shape * Use the formula $L \times W$ to calculate the area of a shape using cm^2 * Use a scaled drawing to calculate the area of other regular polygons * Estimate the area of irregular shapes * Solve comparison, sum and difference problems using information presented in a line graph * Substantial problem linked to a line graph
<p>English</p>	<p><u><i>Queen of the Falls by Chris Van Allsburg</i></u> Writing Recount writing Identify the audience for and purpose of writing Organise paragraphs around a theme Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing Final Outcome: To write a series of diaries about significant events in Annie Edson Taylor's life. Greater Depth: To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters.</p> <p>Reading comprehension Draw inferences (characters feelings, thoughts and motives) and justify with evidence Evaluate author's language choice Participate in discussion</p>	<p><u><i>Arthur and the Golden Rope by Joe Todd-Stanton</i></u> Writing Story writing Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Precis longer passages Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Proof-read for spelling and punctuation errors Final Outcome: To write a myth: to create characters (heroes, villains and monsters) and settings. Greater Depth: To write a myth from a different character's point of view</p>	<p><u><i>The Paperbag Prince by Colin Thompson</i></u> Writing Persuasive / information poster (hybrid text) Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Use consistent and correct tense Distinguish between the language of speech and writing. Proof-read for spelling and punctuation errors Final Outcome: To write a persuasive leaflet to give information about waste management (for councils to distribute to home and schools). Greater Depth: To write an oral presentation for a TV or online broadcast (vlog) as expert. <u><i>Courageous advocacy</i></u> Reading comprehension: Make comparisons Ask questions</p>

Provide reasoned justifications

The Lost Happy Endings by Carol Ann Duffy and Jane Ray

Writing

Fiction writing

Expanded noun phrases to convey complicated information concisely

Describe settings, characters and atmosphere

Integrate dialogue to convey character and advance the action

Inverted commas and other punctuation to punctuate direct speech

Final Outcome: To write a traditional tale focusing on describing settings, characters and an alternative ending.

Greater Depth: To write the traditional tale from a woodland creature's point of view who is also scared by the witch.

Reading comprehension

Identify and discuss themes and conventions

Draw inferences (characters' feelings, thoughts and motives)

Justify with evidence

Evaluate author's language choice (including figurative language)

Explain and discuss understanding of reading

Provide reasoned justifications

Good Night Stories for Rebel Girls

Reading

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

Hansel and Grete!

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

Reading comprehension:

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence

Identify themes and conventions

Evaluate author's language choice

• Make comparisons

Opportunity for Courageous advocacy

The Darkest Dark by Chris Hadfield

Writing

Recount writing - Biography

Identify the audience and purpose of writing

Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial and tense choices

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Integrate dialogue to convey character and advance the action

Proof read for spelling and punctuation errors

Final Outcome: To write a formal biography about Chris Hadfield.

Greater Depth: To write a formal biography about Chris Hadfield including an extra section in informal first person.

Reading comprehension:

Predict from details stated and implied

Identify and discuss themes and conventions

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence

Summarise main ideas

Evaluate authors' language choice

Retrieve, record and present information

Odd and the Frost Giants

Reading

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

Exploring Space

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Predict from details stated and implied

Retrieve, record and present information

Provide reasoned justifications

The Hunter by Paul Geraaghty

Writing

Narrative adventure story

Identify the audience and purpose of writing

Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial and tense choices

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Integrate dialogue to convey character and advance the action

Proof read for spelling and punctuation errors

Final Outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting

Greater Depth: To re-tell the story from the animal's point of view

Reading comprehension:

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

Predict what might happen from details stated and implied

Make comparisons within and across books

Pollution – a look behind the scenes

Reading

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

AFRICAN TALES: A Barefoot Collection

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language (2g)

Make comparisons within and across books (2h)

		Evaluate authors' language choice, including figurative language Make comparisons within and across books	
Science	<p>Work scientifically Learning the methodologies of the discipline of science Use and create classification keys and use scientific criteria to understand groups and features of living things. Use data to present graphs to show people/animals change over time.</p> <p>Investigate living things 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.</p> <p>Understand animals and humans Describe the changes as humans develop from gestation to old age.</p>	<p>Work scientifically Learning the methodologies of the discipline of science Sort materials according to similar and different scientific properties. Design Fair Tests to investigate changes of state and the processes that cause changes from solid, liquids and gases. Choose own equipment to investigate reversible and irreversible changes.</p> <p>Investigate materials Compare and group together everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Learn how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests. 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>	<p>Work scientifically Learning the methodologies of the discipline of science Plan and design own investigations to prove the impact on different types of Force. Use data and present data in different formats to show the sun, moon and earth movement and patterns.</p> <p>Understand the Earth's movement in space Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth 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.</p> <p>Understand movement – forces and magnets Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>
R.E <i>Opportunity for Courageous advocacy</i>	<p>Understand beliefs and teachings Understanding the key teachings of Jesus and explore the Bible as a whole. Understand the biblical perspective of the nativity story.</p> <p>Understand practices and lifestyles Understanding the day-to-day lives and practices of Christians and deepen children's understanding of the importance and impact of the contents of the Bible in the lives of Christians. Deepen children's understanding of what Christians believe to be the true meaning of Christmas</p> <p>Understand how beliefs are conveyed Read and interpret Bible stories that show the message from God.</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people.</p> <p>Understand values Develop further children's understanding of the significance of holy books in the lives of the people of all world faiths (Hinduism and Humanism). Increase pupil's knowledge and understanding of the place of the incarnation in God's Big Story</p>	<p>Understand beliefs and teachings Emphasise Jesus' skills as a great teacher.</p> <p>Understand practices and lifestyles Emphasise that Christians believe that Easter is the celebration of Christ's triumph and victory over death. This is at the very heart of Christian belief.</p> <p>Understand how beliefs are conveyed Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people. Consider carefully the messages of the parables and how they impact on the lives of practising Christians. Reflect on their own understanding.</p> <p>Understand values Appreciation of how many people place values as an important aspect of their lives.</p>	<p>Understand beliefs and teachings Develop the children's understanding of Christian hope and the promise of eternal life with God. To realise the significance of the life of St Paul and the concept of mission.</p> <p>Understand practices and lifestyles Understanding the day-to-day lives and practices of Christianity, develop pupil's understanding of Hindu beliefs about death and life after death. Develop understanding of Humanist beliefs about death. To learn basic facts about how Christianity spread throughout Britain.</p> <p>Understand how beliefs are conveyed Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs in all three religions. Provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians.</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people. Give children an opportunity to ask questions, and discuss feelings about loss, death and heaven. Give children an opportunity to express their ideas and perceptions of loss, death, heaven and eternal life</p> <p>Understand values Develop pupil's understanding and knowledge of how people of faith mark the end of life.</p>

<p>Geography</p>	<p>North and South America: how diverse are their places and landscapes? Investigate places Explore the diversity of landscapes in North and South America. Biomes</p> <p>Investigate patterns Compare climates, populations, economy and diversity of wildlife.</p> <p>Communicate geographically Use 4 figure and 6 figure grid references and mapping skills.</p>	<p>Local and global: why are trees and forests important? Investigate places Learn, locate and identify all of the world's biomes. Define what a biome is. Compare the forest biomes of the world. Compare physical and human geography. Use different types of fieldwork to observe, measure and record the human and physical features in the local area to suggest location for planting trees in the local area.</p> <p>Investigate patterns Describe how the local area is changing and explain some of the reasons for change. Map trees in the local area, understand when trees have been planted and significance of changes locally, nationally and globally.</p> <p>Communicate geographically Use keys and scales to map and locate forests globally</p>	<p>Natural resources: what are they, where are they found, why are they important? Sustainable world: does it matter how we live? Investigate places, investigate patterns, communicate geographically</p> <p>Renewable and non-renewable sources of energy, use of natural resources, water as a precious resource. Describe how the world is changing and explain some of the reasons for change – global food production, economic minerals and wood.</p> <p><i>Opportunity for Courageous advocacy</i></p>
<p>History</p>	<p><u>The Victorians.</u></p> <p>Investigate and interpret the past Understand the Victorian society- the role of men,women and children of different classes. Learn about the impact of major changes such as the Industrial Revolution.</p> <p>Build an overview of world history Understand the impact of the British Empire</p> <p>Understand chronology Find dates of significant laws, inventions and major events that impacted on society.</p> <p>Communicate historically Use and explain the purpose and suitability of different types of historical source and why they are similar or different to other periods of history.</p> <p><u>The Local Mersey area</u></p> <p>Investigate and interpret the past Use documents, maps and artefacts to build up a picture of the changes in the Mersey region over time.</p> <p>Build an overview of world history Understand the place of the Mersey Region in the world at different times- the impact of invader and settlers, changes in industry and ways of living.</p> <p>Understand chronology Relate the changes in the area to events and periods of history studied</p> <p>Communicate historically Use a range of primary and secondary sources to draw own conclusions for the nature of the local area and historical changes.</p> <p><i>Opportunity for Courageous advocacy</i></p>	<p><u>The Ancient Greeks</u></p> <p>Investigate and interpret the past Understand why we know so much about a period so long ago and why it has significance and influence today. Use and choose a range of sources including artefacts to draw conclusions.</p> <p>Build an overview of world history Research and present ideas that show similarities and differences in Ancient Greek life and ideals compared to e.g. Roman rule, Egyptian civilisation, and with life today.</p> <p>Understand chronology Place the Ancient Greek period in context and the reason for the spread of the empire in its time and context.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past; including the Greek language and words and concepts that still influence life in the world today.</p>	<p><u>The Local Mersey area and Halton village</u></p> <p>Investigate and interpret the past Use documents, maps and artefacts to build up a picture of the changes in the Mersey region over time.</p> <p>Build an overview of world history Understand the place of the Mersey Region in the world at different times- the impact of invader and settlers, changes in industry and ways of living.</p> <p>Understand chronology Relate the changes in the area to events and periods of history studied</p> <p>Communicate historically Use a range of primary and secondary sources to draw own conclusions for the nature of the local area and historical changes.</p> <p><i>Opportunity for Courageous advocacy</i></p>

<p>Computing</p>	<p>Sharing information Develop their understanding of computer systems and how information is transferred between systems (small scale and large scale) and devices. Learn how search engines work and what influences searching.</p> <p>Self-image and identity Explain how identity online can be copied, modified or altered. Demonstrate how to make responsible choices about having an online identity depending on context.</p> <p>Vector drawing Create vector drawings using different drawing tools to create images. Learn to layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> <p>Online relationships Learn about technology specific forms of communication and that those communicated with may not be trust-worthy. Understand how someone can get help if they are having problems and identify when to tell a trusted adult, understand what to do to support others and how to report problems online. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.</p>	<p>Video editing Learn how to create short videos in groups and develop the skills of capturing, editing, and manipulating video.</p> <p>Flat-file data Bases This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data and create graphs and charts from their data to help solve problems.</p> <p>Managing online information Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.</p>	<p>Selection in physical computing Use physical computing to explore the concept of selection in programming. Understand conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p> <p>Privacy and security Explain what a strong password is and demonstrate how to create one. Explain how many free apps or services may read and share private information with others</p> <p>Selection in quizzes Develop knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false.</p>
<p>P.E</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Flag football(Invasion games) Abstract Angles (gymnastics) The Victorians(Dance)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Leadership (Outdoor adventure) Accuracy & Rallies(Net games) Invasion in a team(Hockey/football)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Olympic Training(Athletics) Cricket(Striking &Fielding) Exploring(Striking &Fielding)</p>
<p>Art</p>	<p>‘Art in fashion’ Develop ideas Create abstract art designs in different ways using a range of media to develop ideas for a fabric design to use on a particular piece of clothing, such as a dress or jacket.</p> <p>Master techniques Further explore techniques and colour theory when mixing paint. Understand how using complimentary and contrasting colours created an effect in the design.</p> <p>Take inspiration from the greats Use inspiration of Expressionist artists to explore fashion design and see how these have influenced designs of patterns used in fashion. Explore the patterns created in Op Art. Piet Mondrian.</p>	<p>‘The Art of the Anatomy’ Develop ideas Use Leonardo da Vinci’s ideas about the human body to design a body sculpture. Use sketches and explore different methods of creating the different elements of the body.</p> <p>Master techniques Use the ‘ball and socket’ technique to represent the human body. Learn to use proportion to draw the human body with greater accuracy and detail. Create sculptures – human skeleton & papier maché head including decorative embellishments.</p> <p>Take inspiration from the greats Explore what helped Ancient Greek sculptors to get better at their art. Find out about Leonardo da Vinci’s achievements and inspirations and explore Renaissance portraiture.</p>	<p>‘Art and Religion’ Develop ideas Explore different colour and light and dark contrasts. Try different patterns inspired by Islamic art. Develop repeating patterns.</p> <p>Master techniques Print Islamic art-inspired designs.</p> <p>Take inspiration from the greats Islamic Art.</p>
<p>DT</p>	<p>Master practical skills Developing the skills needed to make high quality products. Moving Mechanisms. Use joining, strengthening techniques. Use dowel and moving cams. Create a Victorian style toy with moving parts.</p> <p>Design, make, evaluate and improve Developing the process of design thinking and seeing design as a process.</p>	<p>Master practical skills Developing the skills needed to make high quality products. Kites – frame structures. Practise measuring and cutting accurately. Understand how to join materials to ensure a quality product.</p> <p>Design, make, evaluate and improve Use inspiration from existing products and design ideas from crafts people such as Leonardo Da Vinci to develop a design for a kite. Make the kite and test it. Improve design according to the success of the</p>	<p>Master practical skills Food Technology. Design, taste and evaluate a Greek Dish (Moussaka). Use skills of food hygiene and safety, cutting and presenting.</p> <p>Design, make, evaluate and improve Developing the process of design thinking and seeing design as a process. Create a Greek salad. Use cutting and arranging to present well.</p>

	<p>Take inspiration from design throughout history Appreciating the design process that has influenced other products with moving mechanisms</p>	<p>testing.</p> <p>Take inspiration from design throughout history Study kite making – its history and how it has developed in different countries. Use findings to design a kite that fits the design brief.</p>	<p>Take inspiration from design throughout history Learn about the origins of the ingredients and elements of the Greek Food. How and why they grow well in this region</p>
<p>Music-Charanga</p>	<p>Unit 1 Shaping Music Learning Objectives</p> <p>1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad.</p> <p>I can improvise confidently, reflecting the character of the backing music. I know how to write a piece of music with Music Notepad using an appropriate clef and adding details such as dynamics. I know what ternary form is. I can read and play melodies from written music, understanding how different notes (like crotchets and quavers) and time signatures (2/4, 3/4, 4/4) work together to create rhythm.</p> <p>Unit 2 Unlocking Vocal Potential Learning Objectives</p> <p>1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.</p> <p>I can sing as part of an ensemble or choir, blending my voice with those around me. I can demonstrate how to sing in phrases and with feeling. I can perform confidently as part of a choir.</p>	<p>Unit 3 Sounds Dramatic Learning Objectives</p> <p>1. Compose and arrange an original “Spooky Story” track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. 2. Enhance the overall quality and effectiveness of their composition by evaluating their own creative, technical and musical decisions through performing compositions individually or in groups.</p> <p>I can create melodies, drum beats, and bass lines using YuStudio. I can hear the difference between major and minor chords. I can experiment with sound effects to enhance my composition. I can plan and write a story that guides my musical choices. I can record and layer musical elements to build a complete track. I can perform and evaluate my work, reflecting on areas for improvement</p> <p>Unit 4 Decoding Sound And Notation Learning Objectives</p> <p>1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces. 2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression</p> <p>I can listen carefully to different pieces of music and identify their key features, purpose, and emotional impact. I can read and play notated melodies accurately using classroom instruments. I can explore musical contrasts such as dynamics, tempo changes, and note articulation. I can compare pieces of music, discussing similarities and differences in style and structure. I can work collaboratively to perform melodies and instrumental parts with control and expression</p>	<p>Unit 5 Carnival Time Learning Objectives</p> <p>1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call & Response sections, integrating learned patterns into full samba compositions.</p> <p>I can perform samba rhythms accurately using body percussion and instruments. I can demonstrate ensemble awareness by listening and responding to others while performing. I can hold my own rhythm steady and in time while playing with the group. I can follow hand signals and cues to maintain timing and coordination. I can create my own call-and-response patterns and contribute to a group composition. I can perform confidently in front of an audience, reflecting on my musical skills and creative decisions.</p> <p>Unit 6 Music Speaks Learning Objectives</p> <p>1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.</p> <p>I can set up a project in a suitable hip-hop key and program a foundational drum beat using kicks, snares, and hi-hats. I can compose a chord sequence, original melodies and basslines that fit a chosen key using virtual instruments and the piano roll. I can import audio samples and apply sound effects like risers, EQ, and delay to enhance my track. I can arrange my composition by looping, duplicating, and removing sections to build an engaging song structure. I can mix my track by adjusting the volume of each element to create a clear and balanced final sound. I can take creative control over my music, making artistic decisions to produce and save a complete hip-hop track.</p>

<p>MFL French</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p>
--------------------------	--	--	--

	<p>My town Telling the time More numbers Adjectives – small and large Que vois-tu ? Je vois...</p>	<p>My town and telling the time Grammatical gender – nouns & adjectives Extend range of spoken questions and answers Learn negative adverb Extend spoken sentences linking with a conjunction</p>	<p>More numbers (to 50) Preposition a Time Days of the week Verbs for leisure activities Il/elle Revise colour and describe garden</p>
PSHE/RSE	<p>Caring friendships Mental wellbeing Respectful relationships Being Safe Internet Safety and Harms Families and people who care for me Health and prevention First Aid – Calling for help</p>	<p>Caring friendships Respectful relationships Mental wellbeing On Line relationships Internet Safety and Harms First Aid – Head Injuries</p>	<p>Caring friendships On Line relationships Internet Safety and Harms Being Safe Drugs Alcohol and Tobacco Mental wellbeing Changing Adolescent Bodies First Aid – Bleeding Life Support</p>