

Rowan/Yew Class- Year 5/6 Year A-2019-2020			
	Way back when? Anglo Saxons	Life in another place (South West USA)	Crime and punishment- a different name?
Visits	Visit: West Stow Anglo Saxon Village	Visit: Cambridge Museum of Computing	Visit: Kingswood
English Genres	<p>Year 6: Editing, improving and proofreading Fiction: Writing inspired by "Beowulf" Non-Fiction: Biography; Discursive Poetry: Kennings</p> <p>Year 5: Editing, improving and proofreading Fiction: Writing inspired by "Beowulf" Non-Fiction: Biography; Discursive Poetry: Kennings, Tanka, Haiki</p>		
English Texts, including daily reading by CT	<p>Year 6: "Rooftoppers" by Katherine Rundell "Beowulf" by Kevin Crossley Holland and also by Michael Morpurgo</p> <p>Year 5: "Beowulf" by Kevin Crossley Holland and also by Michael Morpurgo Greek Myths – Geraldine McCaughrean and Emma Chichester Clark Who let the Gods out – Max Evans Anglo-Saxon Boy – Tony Bradman How to be an Anglo-Saxon in 13 easy stages – Scoular Anderson</p>		
Key Vocabulary	Anglo Saxon Viking Invasion Settlement Cemetery		

	<p>Christian Pagan Monastery Archaeology Chronological Kingdom Danelaw Evidence Interpretation Runes Raid Manuscript</p>		
Outdoor learning opportunities	<p>Year 5/6 – school field Maths: statistics, walk to school week, car survey, measurement, position and direction Art: PE: Dance – Beowulf PSHE: circle time, reflection time in sensory garden</p>		
Maths	<p>Daily Fluency</p> <p>Year 6: Place value Addition, subtraction, multiplication and division Fractions Geometry – position and direction</p> <p>Year 5: Place Value Addition and subtraction Statistics Number: multiplication and division Measurement and perimeter</p>	<p>Daily Fluency</p> <p>Year 6: Decimals Percentages Algebra Converting measures Perimeter, area and volume Ratio</p>	<p>Daily Fluency</p> <p>Year 6: Properties of shapes Statistics Revision Investigations</p>

<p>History</p>	<p>History tracking Y5 and Y6 Strand Chronological knowledge and understanding Use timelines to place and sequence local, national and international events. Year 5 Sequence British historical periods. Year 5 Use timelines to illustrate changes and developments in culture, technology, religion and society. Year 5 Use timelines to place events, periods and cultural movements from around the world. Year 6 Establish clear narratives, supported by timelines where appropriate, within and across periods studied. Year 6 Characteristic features of periods Note connections, contrasts and trends over time, using key periods studied as reference points. Year 5 Note connections, contrasts and trends over time, using key periods as reference points. Year 6 Historical terms Continuity, contrast, Anglo-Saxon, Medieval, Tudor, Stuart, Georgian, Victorian, 20th century, modern, Ancient Egypt. Year 5 Make accurate use of a full range of historical terms. Year 6 Using evidence Use written sources, the internet, pictures, photos, music, artefacts, historic buildings, visits and visitors to collect information about the past. Year 5 Use written sources, the internet, pictures, photos, music, artefacts, historic buildings,</p>		<p>History tracking Y5 and Y6 Strand Chronological knowledge and understanding Use timelines to place and sequence local, national and international events. Year 5 Sequence British historical periods. Year 5 Use timelines to illustrate changes and developments in culture, technology, religion and society. Year 5 Use timelines to place events, periods and cultural movements from around the world. Year 6 Characteristic features of periods Note connections, contrasts and trends over time, using key periods studied as reference points. Historical terms Continuity, contrast, Anglo-Saxon, Medieval, Tudor, Stuart, Georgian, Victorian, 20th century, modern, Ancient Egypt. Year 5 Make accurate use of a full range of historical terms. Year 6 Using evidence Use written sources, the internet, pictures, photos, music, artefacts, historic buildings, visits and visitors to collect information about the past. Year 5 Evaluate the usefulness and accuracy of different sources of evidence and use them accordingly. Form own opinion about historical events from a range of sources. Year 6 Use written sources, the internet, pictures, photos, music, artefacts, historic buildings, visits and visitors to collect information about the past. Year 6 Communicating ideas. With some guidance, choose the most relevant information to present. Year 5</p>
----------------	---	--	--

	<p>visits and visitors to collect information about the past. Year 6</p> <p>Communicating ideas.</p> <p>Ask and suggest possible alternative answers to historical enquiry questions. Year 5</p> <p>Use a range of methods of presenting information (eg written explanation, table or chart, diagram) selecting the most appropriate method for each different task. Year 6</p> <p>Regularly address and sometimes devise historically valid questions relating to the key concepts in section 5. Year 6</p> <p>Interpretations of history</p> <p>Understand how knowledge of the past is constructed from a range of sources. Year 6</p> <p>Evaluate the usefulness and accuracy of different sources of evidence and use them accordingly. Year 6</p> <p>Understand that different versions of the past may exist. Year 6</p> <p>Suggest accurate reasons for how/why aspects of the past have been represented and interpreted in different ways including propaganda, misinformation, opinion etc. Year 6</p> <p>Continuity and change</p> <p>Cause and consequence</p> <p>Similarity and difference (diversity)</p> <p>Significance</p> <p>Identify historically significant people and events in situations, explaining why they are significant. Year 5</p>		<p>Choose the most appropriate way to present specific information. Year 5</p> <p>Use a range of methods of presenting information (eg written explanation, table or chart, diagram) selecting the most appropriate method for each different task. Year 6</p> <p>Interpretations of history</p> <p>Ask and suggest possible alternative answers to historical enquiry questions. Year 5</p> <p>Regularly address and sometimes devise historically valid questions relating to the key concepts in section 5. Year 6</p> <p>Continuity and change</p> <p>Cause and consequence</p> <p>Compare different times within and across periods identifying things which changed and things which did not. Year 5</p> <p>Identify and give reasons for and results of historical events, situations and changes. Year 5</p> <p>Similarity and difference (diversity)</p> <p>Understand that different versions of the past may exist. Year 6</p> <p>Significance</p> <p>Suggest accurate reasons for how/why aspects of the past have been represented and interpreted in different ways including propaganda, misinformation, opinion etc. Year 6</p> <p>Compare and make links between main events, situations and changes within and across different periods and societies .Year 6</p> <p>Identify the differences between accounts of the same event and give reasons why they are different based on knowledge of the wider situation. Year 5</p>
--	---	--	--

	<p>Identify historically significant people and events in situations, explaining why they are significant Year 6</p> <p>Construct informed responses by selecting and organising relevant historical information. Year 6</p> <p>Compare and make links between main events, situations and changes within and across different periods and societies. Year 6</p> <p>Identify and give reasons for and results of historical events, situations and changes, including impact on life today. Describe social, religious, cultural and ethnic diversity in Britain and the wider world. Year 6</p> <p>With some guidance, choose the most relevant information to present. Year 6</p> <p>Choose the most appropriate way to present specific information. Year 6</p> <p>Identify the differences between accounts of the same event and give reasons why they are different based on knowledge of the wider situation. Year 6</p> <p>Know that people (now and in the past) can represent events or ideas in ways that persuade others. Year 6</p> <p>Compare different times within and across periods identifying things which changed and things which did not. Year 6</p> <p>Identify and give reasons for and results of historical events, situations and changes. Year 6</p>		<p>Know that people (now and in the past) can represent events or ideas in ways that persuade others. Year 5</p> <p>Note connections, contrasts and trends over time, using key periods as reference points. Year 6</p> <p>Construct informed responses by selecting and organising relevant historical information. Year 6</p>
Geography		Geography tracking Y5 and Y6	

		<p>Strand</p> <p>Locational knowledge</p> <p>Describe key physical and human characteristics and environmental regions of Europe and North and South America. Year 5</p> <p>Locate cities, countries and regions of Europe and North and South America on physical and political maps. Year 5</p> <p>Locate places and regions of the Europe and North and South America, and can identify the distinct characteristics of some regions.</p> <p>Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.</p> <p>Place knowledge</p> <p>Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude and relate this to their time zone, climate, seasons and vegetation.</p> <p>Locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p>Understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Human and physical geography</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Understand how climate and vegetation are connected in biomes eg the tropical forest and the desert.</p> <p>Describe what the climate of the region is like and how plants and animals are adapted to it.</p>	
--	--	---	--

		<p>Describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Understand where our energy and natural resources come from.</p> <p>Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Use digital maps to investigate features of an area.</p> <p>Understand how climate and vegetation are connected in a range of biomes eg the tropical rainforest, hot deserts, the Arctic.</p> <p>Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.</p> <p>Describe and understand some key physical processes and the resulting landscape features.</p> <p>Understand where our energy and natural resources come from, and the impacts of their use.</p> <p>Geographical skills and fieldwork</p> <p>Present information gathered in fieldwork using a range of graphs.</p> <p>Plan and carry out a fieldwork investigation in an urban and or a rural area using appropriate techniques.</p> <p>Year 6</p> <p>Use atlases to identify the distinct characteristics of some regions of Europe or North and South America.</p> <p>Use digital maps to research factual information about features.</p>	
--	--	--	--

		Design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.	
Science	<p>Working scientifically:</p> <ul style="list-style-type: none"> -raise their own relevant questions about the world around them - should be given a range of scientific experiences including different types of science enquiries to answer questions -Set up simple practical enquiries, comparative and fair tests -recognise when a simple fair test is necessary and help to decide how to set it up talk about criteria for grouping, sorting and classifying; and use simple keys -make systematic and careful observations help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used -collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data -with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. <p>Properties and changes of materials (5)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, 	<p>Working scientifically:</p> <ul style="list-style-type: none"> - raise their own relevant questions about the world around them should be given a range of scientific experiences including different types of science enquiries to answer questions -start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions -Set up simple practical enquiries, comparative and fair tests -recognise when a simple fair test is necessary and help to decide how to set it up -recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations -make systematic and careful observations help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used -begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them -collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data -with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. -use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions 	<p>Working scientifically:</p> <ul style="list-style-type: none"> - raise their own relevant questions about the world around them - should be given a range of scientific experiences including different types of science enquiries to answer questions start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions -Set up simple practical enquiries, comparative and fair tests -recognise when a simple fair test is necessary and help to decide how to set it up -recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations -make systematic and careful observations -help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used -take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately -collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data -with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. -use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions

	<p>including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • 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, including changes associated with burning and the action of acid on bicarbonate of soda <p>Animals including humans (6)</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs 	<p>-with support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.</p> <p>Earth and Space (5) Forces (5)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun • 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>Pupils should be taught to:</p> <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 	<p>-with support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.</p> <p>Evolution and inheritance (6)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
--	---	--	---

	<p>and lifestyle on the way their bodies function</p> <ul style="list-style-type: none"> • describe the ways in which nutrients and water are transported within animals, including humans 		
Computing	<p>Internet safety Lego: Grabbing Spreadsheets (Twinkl)</p> <p>Year 5 E-Safety Understand the need to only select age appropriate content. Networks Begin to use internet services to share and transfer data to a third party. Using Computer Independently select and use appropriate software for a task.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience. Coding Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</p>	<p>Lego: Moonbase Radio Station (Twinkl)</p> <p>Year 5 E-Safety Understand the need to only select age appropriate content. Networks Begin to use internet services to share and transfer data to a third party. Using Computer Independently select and use appropriate software for a task.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience. Coding Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</p> <p>Design, write and test simple programs with opportunities for selection, where a particular</p>	<p>Scratch: animated story (Twinkl)</p> <p>Year 5 E-Safety Understand the need to only select age appropriate content. Networks Begin to use internet services to share and transfer data to a third party. Using Computer Independently select and use appropriate software for a task.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience. Coding Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</p> <p>Design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.</p>

	<p>Design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</p> <p>Net Searching Use filters in search technologies effectively.</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked.</p> <p style="text-align: center;">Year 6</p> <p>E-Safety Use technology respectfully and responsibly.</p> <p>Identify a range of ways to report concerns about content and contact in and out of school.</p> <p>Networks Understand how computer networks enable computers to communicate and collaborate.</p> <p>Begin to use internet services within his/her own creations to share and transfer data to a third party.</p> <p style="text-align: center;">Using Computer</p>	<p>result will happen based on actions or situations controlled by the user.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</p> <p>Net Searching Use filters in search technologies effectively.</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked.</p> <p style="text-align: center;">Year 6</p> <p>E-Safety Use technology respectfully and responsibly.</p> <p>Identify a range of ways to report concerns about content and contact in and out of school.</p> <p>Networks Understand how computer networks enable computers to communicate and collaborate.</p> <p>Begin to use internet services within his/her own creations to share and transfer data to a third party.</p> <p style="text-align: center;">Using Computer</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analyzing, evaluating and presenting data and information.</p>	<p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</p> <p>Net Searching Use filters in search technologies effectively.</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked.</p> <p style="text-align: center;">Year 6</p> <p>E-Safety Use technology respectfully and responsibly.</p> <p>Identify a range of ways to report concerns about content and contact in and out of school.</p> <p>Networks Understand how computer networks enable computers to communicate and collaborate.</p> <p>Begin to use internet services within his/her own creations to share and transfer data to a third party.</p> <p style="text-align: center;">Using Computer</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analyzing, evaluating and presenting data and information.</p> <p>Design and create a range of programs, systems and content for a given audience.</p>
--	--	---	--

	<p>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analyzing, evaluating and presenting data and information.</p> <p>Design and create a range of programs, systems and content for a given audience.</p> <p>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</p> <p>Coding Include use of sequences, selection and repetition with the hardware used to explore real world systems.</p> <p>Solves problems by decomposing them into smaller parts.</p> <p>Creates programs which uses variables.</p> <p>Uses variables, sequence, selection and repetition in programs.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.</p> <p>Net Searching Be discerning when evaluating digital content.</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content.</p>	<p>Design and create a range of programs, systems and content for a given audience.</p> <p>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</p> <p>Coding Include use of sequences, selection and repetition with the hardware used to explore real world systems.</p> <p>Solves problems by decomposing them into smaller parts.</p> <p>Creates programs which uses variables.</p> <p>Uses variables, sequence, selection and repetition in programs.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.</p> <p>Net Searching Be discerning when evaluating digital content.</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content.</p>	<p>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</p> <p>Coding Include use of sequences, selection and repetition with the hardware used to explore real world systems.</p> <p>Solves problems by decomposing them into smaller parts.</p> <p>Creates programs which uses variables.</p> <p>Uses variables, sequence, selection and repetition in programs.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.</p> <p>Net Searching Be discerning when evaluating digital content.</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content.</p>
--	---	--	--

<p>RE</p>	<p>(Christianity Hinduism) Religion in our community. How can we build a more respectful NORTHAMPTON What do Christians believe about God? What do I believe? NORTHAMPTON adapted make links between the beliefs teachings and sources of different religious groups and show how they are connected to believers' lives. use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups. describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.groups.(Y5) suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions.</p>	<p>Introduction to Humanism HUMANIST SOCIETY/TWINKL What matters most to Christians and Humanists? NORTHAMPTON (adapted) (Including NATRE competition) Bishop Lent Challenge</p>	<p>What is it like to be a Christian in Vellore? CAMBS How do Buddhists and Christians live their lives? HGFL yr6 p1</p>
-----------	--	---	---

	<p>describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p> <p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p> <p>give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.</p> <p>ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</p> <p>ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.(Y6)</p>		
Art	<p>AUT 1- (painting and drawing)</p> <p>We look at Anglo-Saxon art and take inspiration from illuminated manuscripts. Develop and imaginatively extend ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of a variety of materials to enhance ideas.</p> <p>Spot, record and explore the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language</p>	<p>SPR (Textiles) We will look at producing a piece of artwork with reference to Indigenous peoples of SW USA</p> <p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces</p>	<p>SUMM1 (Sculpture) We look at sculpture inspired by struggle- (eg Rodin and Burghers of Calais)</p> <p>Lots of life drawing to show struggle</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Develop skills in using clay including slabs, coils and slips. Year 5</p>

	<p>Develop different ideas which can be used and explain choices for the materials used Year 5</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and used learnt techniques within pieces of artwork Year 5</p> <p>Evaluate work against intended outcome. Year 5</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Year 5</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research Year 6</p> <p>Refine the use of learnt techniques. Year 6</p> <p>Adapt final work following feedback or discussion based on preparatory ideas. Year 6</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Year 6</p> <p>Explain and justify preferences towards different styles and artists. Year 6</p>		<p>SUMM2 (Print) Using drawing techniques, we look at famous artists who have been inspired by dreams. Produce print inspired by our own ideas of crime and punishment Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Create intricate printing patterns by simplifying and modifying sketchbook designs. Year 6</p>
DT	<p>AUT 2- (DT) Will your monster be fierce or friendly?- We look at some of the wonderful mythical creatures used by the Anglo-Saxons and create a moving model.</p> <ul style="list-style-type: none"> - Create prototypes to show his/her ideas - Make careful and precise measurements so that joins, holes and openings are in exactly the right place - Produce step by step plans to guide his/her making, demonstrating that he/she 	<p>SPR 2 (DT) We look at shelters and structures from SW USA ranging from indigenous habitat to modern architecture. We create our own model shelter and think about sustainability.</p> <ul style="list-style-type: none"> - Create prototypes to show his/her ideas - Make careful and precise measurements so that joins, holes and openings are in exactly the right place - Produce step by step plans to guide his/her making, demonstrating that he/she can apply 	

	<p>can apply his/her knowledge of different materials, tools and techniques</p> <ul style="list-style-type: none"> - Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work - Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable Year 5 <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities - Use technical knowledge accurate skills to problem solve during the making process - Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made - Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately Year 6 	<p>his/her knowledge of different materials, tools and techniques</p> <ul style="list-style-type: none"> - Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work - Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable Year 5 - Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products - Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities - Use technical knowledge accurate skills to problem solve during the making process - Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made - Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately Year 6 	
PE	Dance	Football/ Invasion Games/ Net and Wall	Games- Volleyball/ Striking and Fielding

	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels and ways of travelling</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work. Year 5</p> <p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination. Year 5</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination. Year 6</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination. Year 5</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination. Year 6</p> <p>Can describe the effect exercise has on the body</p>
--	---	--	--

	<p>Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work. Year 6</p> <p>Invasion Games Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. Year 5 Vary skills, actions and ideas and link these in ways that suit the games activity.</p>	<p>Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Year 5/6</p> <p>Gymnastics- Group work Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Year 5 Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group.</p>	<p>Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Year 5/6</p> <p>Athletics Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. Year 5 and 6</p>
--	---	---	--

	<p>Shows confidence in using ball skills in various ways, and can link these together effectively <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination. Year 6</p> <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down. Year 5/6</p> <p>OAA</p> <p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p>	<p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances. Year 6</p> <p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences. Year 5/6</p>	
--	---	---	--

	Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. Year 5 and 6		
PSHE	<p>Myself and My Relationships 14(Y5/6): Beginning and Belonging (NB) be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.</p> <ul style="list-style-type: none"> • know the names of everyone in their class and be able to build new relationships. • know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions. • be able to identify a range of people in their Support Networks, and know how to access help and support. • have ideas for making new people feel welcome, and be able to offer support to others who need help. <p>Myself and My Relationships 15(Y5/6): My Emotions (GTBM) be able to recognise and describe feelings in themselves and others, including mixed emotions and moods.</p> <ul style="list-style-type: none"> • be able to communicate effectively how they are feeling, including reasons for that feeling. • regularly use some strategies to manage their feelings, including calming and relaxing themselves. • begin to develop strategies for understanding and responding sensitively to others' emotions. 	<p>Citizenship 9(Y5/6): Working Together (GFG) Economic Wellbeing 3(Y5/6): Financial Capability Healthy and Safer Lifestyles 18(Y5/6): Managing Risk</p>	<p>Healthy and Safer Lifestyles 19(Y5/6): Safety Contexts Healthy and Safer Lifestyles 20(Y5/6): Sex and Relationships Education Healthy and Safer Lifestyles 23(Y5/6): Personal Safety</p>

	<ul style="list-style-type: none"> • use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful. • understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help. • be able to use a simple problem solving process and sometimes support others to do so too. • know what it feels and looks like to be assertive and understand some situations where being assertive might be important <p>Myself and My Relationships 17(Y5/6): Anti-bullying (SNTB) be able to describe the key characteristics and forms of bullying.</p> <ul style="list-style-type: none"> • be able to talk about personal reasons why someone may engage in bullying. • be beginning to identify and describe specific types of prejudice driven bullying. • be able to describe the different roles of those involved in a bullying situation. • be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied. • be able to describe confidently and demonstrate a number of assertiveness techniques. • be beginning to identify places where bullying may take place in the community. 		
Music	Monster music (KC own)	Music Express Y5: Solar System	Music Express Y5: Life Cycles & KS 2 Production

	<p>Play and perform Year 5:</p> <ul style="list-style-type: none"> • Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. • Play and accompaniment on a instrument (eg glockenspiel, bass drum or cymbal). <p>Year 6:</p> <ul style="list-style-type: none"> • Refine and improve my own work. • Perform alone and in a group, displaying a variety of techniques. <p>Improvise and compose music Year 5:</p> <ul style="list-style-type: none"> • Compose by developing ideas within musical structures. • Improvise melodic and rhythmic phrases as part of a group performance. • Improvise within a group. <p>Year 6:</p> <ul style="list-style-type: none"> • Improvise melodic and rhythmic material within given structures. • Show thoughtfulness in selecting sounds and structures to convey an idea. • Create my own musical patterns. • Use a variety of musical devices including melody, rhythms and chords. <p>Listen with attention to detail and recall sounds Year 5:</p> <ul style="list-style-type: none"> • Notice and explore the relationship between sounds. • Notice and explore how music reflects different intentions. <p>Year 6:</p>	<p>Play and perform Year 5:</p> <ul style="list-style-type: none"> • Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. • Hold a part in a round. • Sustain a drone or melodic ostinato to accompany singing. <p>Year 6:</p> <ul style="list-style-type: none"> • Perform significant parts from memory and from notations with awareness of my contribution. • Refine and improve my own work. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. <p>Improvise and compose music Year 6</p> <ul style="list-style-type: none"> • Create my own musical patterns. • Use a variety of musical devices including melody, rhythms and chords. <p>Listen with attention to detail and recall sounds Year 6:</p> <ul style="list-style-type: none"> • Notice, comment on and compare the use of musical devices. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions. <p>Use and understand staff and other notations Year 5:</p> <ul style="list-style-type: none"> • Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read the musical stave and work out the notes EGBDF and FACE. 	<p>Play and perform Year 5:</p> <ul style="list-style-type: none"> • I create songs with an understanding of the relationship between lyrics and melody. • Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. • Breathe well and pronounce words, change pitch and show control in singing. • Perform songs with an awareness of the meaning of the words. • Hold a part in a round. • Perform songs in a way that reflects their meaning and the occasion. <p>Year 6:</p> <ul style="list-style-type: none"> • Perform significant parts from memory and from notations with awareness of my contribution. • Sing or play from memory with confidence, expressively and in tune. • Perform alone and in a group, displaying a variety of techniques. • Sing a harmony part confidently and accurately. <p>Improvise and compose music Year 5:</p> <ul style="list-style-type: none"> • Use the venue and sense of occasion to create performances that are well appreciated by the audience. <p>Use and understand staff and other notations Year 6:</p> <ul style="list-style-type: none"> • Use a variety of notation when performing and composing. <p>Appreciate and understand a wide range of live and recorded music. Year 5:</p>
--	--	---	--

	<ul style="list-style-type: none"> • Notice, comment on and compare the use of musical devices. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions. <p>Use and understand staff and other notations</p> <p>Year 6:</p> <ul style="list-style-type: none"> • Compose music for different occasions using appropriate musical dimensions. • Use a range of words to help describe music (eg pitch, duration, dynamics, tempo, timbre, texture, structure and silence). • Describe music using musical words and use this to identify strengths and weaknesses in music. <p>Appreciate and understand a wide range of live and recorded music.</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used to compose music. <p>Year 6:</p> <ul style="list-style-type: none"> • Analyse a compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music. <p>Develop an understanding of the history of music</p>	<ul style="list-style-type: none"> • Draw a treble clef at the correct position on the stave. <p>Year 6:</p> <ul style="list-style-type: none"> • Use a variety of notation when performing and composing. • Compose music for different occasions using appropriate musical devices. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music (eg pitch, duration, dynamics, tempo, timbre, texture, structure and silence). • Describe music using musical words and use this to identify strengths and weaknesses in music. <p>Appreciate and understand a wide range of live and recorded music.</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used to compose music. <p>Year 6:</p> <ul style="list-style-type: none"> • Analyse a compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music. <p>Develop an understanding of the history of music</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Understand the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary my performances. 	<ul style="list-style-type: none"> • Explain and evaluate how musical elements, features and styles can be used to compose music. <p>Year 6:</p> <ul style="list-style-type: none"> • Analyse a compare musical features choosing appropriate musical vocabulary. <p>Develop an understanding of the history of music</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Understand the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary my performances. <p>Year 6:</p> <ul style="list-style-type: none"> • Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary my performances.
--	---	---	---

	<p>Year 5:</p> <ul style="list-style-type: none"> • Understand the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary my performances. <p>Year 6:</p> <ul style="list-style-type: none"> • Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary my performances. 	<p>Year 6:</p> <ul style="list-style-type: none"> • Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary my performances. 	
MFL	<p>Spanish Introducing myself Numbers and dates Classroom language Pets Foods (Y5/6) Listen and understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Speak with another person to ask and answer simple questions on the current topic. Produce some short phrases independently within a familiar topic with good pronunciation. Read and understand familiar words and simple sentences. Write words, phrases and short simple sentences with support, using understandable spelling. Use different forms of some regular verbs in the present tense (with the support of a frame). Use a</p>	TBA	TBA

	<p>dictionary and word list. Use songs, stories and rhymes to help learn new vocabulary. Ask questions when I am not confident in my understanding or pronunciation.(Y5)</p> <p>Listen and understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. Speak with another person to ask and answer simple questions and give opinions. Use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. Read and understand a short text made up of short sentences on a familiar topic. Write a short, simple text using simple sentences on a familiar topic, adapting language already learnt with reasonable spelling. Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. Use a dictionary or word list. Ask a range of questions to clarify meaning, pronunciation or spelling.(Y6)</p>		
--	---	--	--

Green – Year 5

Blue- year 6