

School Curriculum Framework Overview Year 5 2020-2021

Year Group Theme	VICTORIANS (Rich & Poor) Was Britain really great under Victoria's reign? 7 weeks/7 weeks		EARTH & SPACE (Our beautiful planet & The Space Race) Was the space race a positive or negative? 6 weeks/6 weeks		Saxons and Vikings (Raides & Settlers) Why did the Vikings invade and what legacy did they leave behind? 6 weeks/7 weeks	
Assembly Value	Good Manners & Respect		Growth Mindset & Aspirations and Inspirations		Healthy Mind and Healthy Body & Global Citerzenship	
Love to Read	Oliver Twist/ Street Child/ a Christmas Carol/Beatrix Potters		War of the Worlds/ Comics/ Non Fiction Space Text/ Biography Neil Armstrong		Beowulf/ The Littlest Viking	
Experiences	1. Be a workhouse brat for a day 12. Expereince a Victorian School Room.		2. Take part in a virtual reality experience 9. Eat Space Food		3. Talk to a Viking 8. Create a tapestry piece of art.	
National & whole school events	Roald dahl Day Jeans for Genes School Council & Mini Police Elections Harvest Assembly NSPCC Assembly Black History Month (October)	Book Fair Anti-bullying wk. 11 - 15 th Nov Children in Need - Nov Remembrance Day - 11 th Nov Christmus Jumper Day	Young Voices Blue Day TT Rockstars Cup National Handwriting day 23 rd Jan Internet safety day 11 th Feb	Red Nose & Sport Relief World Book day 5 th March British Science Week 6 th - 15 th	World Earth Day - 50 th Anniversary - 22 nd April St Georges & Shakespeare Day 23 rd April Mental Health & Healthy Schools Awareness Week 18 th -24 th May	Sports Week Cultural Diversity & Arts Week Birchwood carnival Birchwood Singing Assembly
Assessment	<u>Baseline</u>	<u>Autumn</u> Puma/Pira	<u>Wider Curriculum</u>	<u>Spring</u> Puma/Pira	<u>Wider Curriculum</u>	<u>Summer</u> Puma/Pira
Mastery Challenge	Create a Willian Morriss style Wallpaper Design. Engineering Challenge to build a bridge fit for purpose.		Independent Multimedia Presentation & Create a Class Orchestral Piece.		Build a Model Viking Boat David Attenborough style Documentary	
Subject area	AUTUMN TERM 1 st Half (7wks)	AUTUMN TERM 2 nd Half (7wks)	SPRING TERM 1 st Half (6wks)	SPRING TERM 2 nd Half (6wks)	SUMMER TERM 1 st Half (6 wks)	SUMMER TERM 2 nd Half (7wks)

Writing	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12
YEAR 5	Victorians		Victorians		Earth and Space		Earth and Space		The Vikings		The Vikings	
HIS/GEOG/SCI FOCUS												
PURPOSE FOR WRITING	INFORM Recount Letter Explanation Biography Newspaper article		ENTERTAIN Character/setting description Description Poetry Narrative		ENTERTAIN Character/setting description Description Poetry Narrative		INFORM Recount Letter Explanation Biography Newspaper article		PERSUADE Advertising Letter Speech Poster		DISCUSS Balanced argument Newspaper article Review	
TEXT	Oliver Twist		A Christmas Carol		War of the Worlds		Range of Non-fiction texts		Beowulf		Range of Non-fiction texts	
GENRE	Fiction from our lit heritage		Fiction from our lit heritage		Fiction from our lit heritage		Non-fiction		Stories from other cultures		Non-fiction	
GRAMMAR & PUNCTUATION FOCUS	<p>Capital letters for beginning of a sentence, Proper nouns, Titles, Titles of a person, the pronoun 'I'.</p> <p>Paragraphs</p> <p>Word clauses: Understand and build up a bank of high level vocab. Nouns Adjectives Specific verbs</p> <p>Expanded noun phrases Manipulate expanded noun phrases at the beginning and embedded within sentences for effect</p> <p>Commas Use commas to clarify meaning and avoid ambiguity.</p>		<p>Prepositional phrases Manipulate prepositional phrases at the beginning and embedded within sentences for effect</p> <p>Adverbials Manipulate adverbs and adverbial phrases at the beginning and embedded within sentences for effect</p> <p>Comparative language Describe settings and character and atmosphere through effective use of simile and personification</p> <p>Relative clauses Use relative clauses beginning with who, which, where, when, whose, that</p> <p>Parenthesis Use brackets, dashes and commas for parenthesis</p>		<p>Cohesion Cohesion built within and across paragraphs by use of pronouns, conjunctions of time and reason and by referencing previous characters or events.</p> <p>Speech and speech punctuation Uses all speech punctuation accurately</p> <p>Speech used to convey character Speech used to move the action forward</p>		<p>Conjunctions Complex sentences using subordination and fronted adverbials</p> <p>ADDITIONAL -Furthermore, In addition, Moreover</p> <p>CONDITIONAL -Despite, Unless, Provided that, Assuming that</p> <p>SUMARISING -In conclusion, Therefore, As can be seen, In summary, To demonstrate this</p>		<p>Tense Use simple, perfect and progressive tenses accurately</p> <p>Re-teach Manipulate adverbs and adverbial phrases at the beginning and embedded within sentences for effect</p> <p>Modal verbs A range of modal verbs used accurately</p> <p>Hyphens Use hyphens for numbers and compound adjectives</p>		<p>Subject-verb agreement Use correct subject verb agreement when using singular and plural</p> <p>Re-teach subordinating conjunctions Complex sentences using subordination and fronted adverbials</p> <p>ADDITIONAL -Furthermore, In addition, Moreover</p> <p>CONDITIONAL -Despite, Unless, Provided that, Assuming that</p> <p>SUMARISING -In conclusion, Therefore, As can be seen, In summary, To demonstrate this</p>	
HIGH LEVEL VOCABULARY	12 WORD BANK (Nouns/Adjectives/Verbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)	
SPELLING FOCUS	Rule 62- Year 5 Homophones Rule 42- ation		Rule 54- shul Rule 55- ance/ence		Rule 56- ible/able/ibly/ably Rule 57- fer		Rule 58- ei/ie Rule 59- ough		Rule 60- silent letters AFL and re-teach		Rule 62- Year 5 Homophones AFL and re-teach	
ASSESSMENT PIECE	Letter		Character/setting description		Narrative		Newspaper article		Speech		Balanced argument	

TEXT TYPES & GENRES

READING	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 5						
Fiction	Fairy stories	Myths and Legends	Traditional stories	Modern fiction	Fiction from our literary heritage	Books from other cultures and traditions.
Non-fiction	Reference books	Books structured in different ways	Textbooks	Reference books	Books structured in different ways	Textbooks
Poetry	Acrostic	Free verse	Haiku	Nursery rhymes	Limericks	Free verse

TEACHING FOCUS	WORD MEANING	RETRIEVAL	INFERENCE	INFERENCE	SUMMARY	PREDICTION/AUTHORIAL INTENT
	<p>Reading aloud for punctuation and performance (enhance word or sentence meaning)</p> <p>Range of reading (technical/formal/slang/accnt for inference/character inference/genre inference & prediction)</p>	<p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Skimming and Scanning also taught explicitly.</p>	<p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/infering word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/infering word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p><i>INFERENCE</i></p> <p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer.</p> <p>Expand answering questions by locating information across a series of sentences/ paragraphs</p> <p>Skimming taught explicitly.</p>	<p><i>INFERENCE</i></p> <p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer.</p> <p>Identify key details to support plausible prediction</p> <p>Justify suggestions: text marking</p>
WEEK 1	Jigsaw: Using root words and morphemic knowledge	Scanning for key facts/ names/ numbers Fill in the gap	Using images	Justification of understanding: text marking	Sequencing: events, paragraphs, timings, etc.	Identify key details to support plausible prediction Justify suggestions: text marking
WEEK 2	Using word class	Labelling/ using diagrams	Using grammar (year group knowledge)	True or False statements- justified from implied information	Skimming to gain 'gist'	Identify inferences to support plausible prediction Justify suggestions: text marking
WEEK 3	Using word class	Chunking clauses	Using grammar (year group knowledge)	Context: implied information; characterisation and settings	Summarise with scaffolds (e.g. SWBST grid) -whole narratives	Authorial intent: grammar/ sentence choices
WEEK 4	Context: The text so far	True or False statements - locate answers	Discrete sentences: <i>what do you think you know?</i>	Context: changing opinions across text from	Paragraph summaries	Authorial intent: vocabulary choices
WEEK 5	Context: The text so far	Matching; including both words and phrases	Justification of understanding: text marking	All skills practiced	Paragraph summaries for different text structures	Authorial intent: text layout
WEEK 6	Phrases; including range of idioms and puns	Multiple choice -justify answers All skills practiced	Using different text layouts	All skills practiced	Sequence summaries	Authorial intent: grammar/ sentence choices

Mathematics	<p>Number and place value (3 week)</p> <p>Addition and subtraction (3 Weeks)</p> <p>Statistics - Line graphs (1 week)</p>	<p>Multiplication and division (3 Weeks)</p> <p>Factors, multiples and square and prime numbers (1 week)</p> <p>Measurement - Area and perimeter (2 weeks)</p>	<p>Multiplication & Division (2 weeks)</p> <p>Fractions (4 Weeks)</p>	<p>Fractions (2 weeks)</p> <p>Decimals & Percentages (3 Weeks)</p>	<p>Decimals (3 Weeks)</p> <p>Geometry - Shape (2 Weeks)</p>	<p>Geometry - Position & Direction (1 week)</p> <p>Measures - Converting Units (3 Weeks)</p> <p>Measures - Volume & Capacity (1 Week)</p>
Science	<p>Classifying materials</p> <p><i>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i></p> <p><i>Begin to plan different types of scientific enquiry to answer questions.</i></p> <p><i>Begin to decide which variables to control.</i></p> <p><i>Make accurate and precise measurements.</i></p>	<p>Changing materials</p> <p><i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated</i></p> <p><i>Demonstrate that dissolving, mixing and changes of state are reversible changes</i></p> <p><i>Explain that some changes result in the formation of new materials</i></p>	<p>Earth in Space</p> <p><i>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i></p> <p><i>Describe the movement of the Moon relative to the Earth</i></p> <p><i>Describe the Sun, Earth and Moon as approximately spherical bodies</i></p> <p><i>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i></p>	<p>Forces</p> <p><i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i></p> <p><i>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.</i></p> <p><i>Begin to draw scientific, causal conclusions using the results of an enquiry to justify my ideas.. Begin to</i></p>	<p>Lifecycles</p> <p><i>Describe the changes as humans develop to old age</i></p> <p><i>Describe differences in life cycles</i></p> <p><i>Describe the life process of reproduction in some plants and animals</i></p> <p><i>Begin to independently explore ideas and ask my own questions about scientific phenomena.</i></p> <p><i>Begin to develop my own keys and other information records to classify and describe.</i></p>	

	<p><i>Decide what to observe, how long to observe for and whether to repeat them.</i></p> <p><i>Take accurate and precise measurements using standard units</i></p>	<p><i>Select equipment on my own and can explain how to use it accurately.</i></p> <p><i>Set up a range of comparative and fair tests.</i></p> <p><i>Begin to explain which variables need to be controlled and why.</i></p> <p><i>Begin to suggest improvements to my test, giving reasons.</i></p> <p><i>Begin to record data and results</i></p>		<p><i>communicate findings using detailed scientific language.</i></p> <p><i>Begin to explain my conclusion using scientific knowledge and understanding.</i></p> <p><i>Begin to use my findings to make predictions and set up further enquiries.</i></p>	<p><i>Begin to distinguish opinion and facts.</i></p> <p><i>Begin to use abstract models to explain my ideas.</i></p>	
Geography	<p>Locational knowledge: World map showing Empire countries – equator, tropics, continents, main oceans, empire countries and modern day equivalent Reasons for empire and the trade links with Britain – natural resource and trade links with GB UK map showing the cities growth during the industrial revolution and the counties they are in</p>	<p>Physical geography Parts of a river in an industrial landscape – River Severn</p> <p>Human Geography: advantages and disadvantages of Victorian transport and modern transport</p>	<p>Locational knowledge: World map showing longitude and latitude and positioning such as GPS World map showing time zones North American map with physical features mountains, desert, major rivers Grassland biome North American map showing US states and capitols N.America 161-168</p> <p>Place knowledge: Similarities and differences between locality and region of N America (Cape Kennedy Florida) Physical and human geography of Florida – why was this a good place for a space launch. Compare with other sites across the world Natural resources in N.America and trade Grassland biome 154</p>		<p>Locational knowledge: Locating Scandinavian countries with Europe – identify key topographical features and land use to give reasons why the Vikings wanted to leave Natural resources of scandinavia Name and locate east coast counties where Vikings settled (Dane Law) Taiga biome 153</p>	<p>Human Geography: Use maps to show types of settlement in Lincolnshire and which were Viking or Saxon in origin Use four fig grid references to locate settlements Field work and mapping: OS maps of East coast to show settlements and Abbeys from Saxon/Vikings</p>

<p>History</p>	<p>History – Changes during Victorian Britain. The birth of the industrial age and the effect on the people.</p> <p>Comparing rich and poor</p> <p><i>Identify significant changes within and across historical periods studied</i></p> <p><i>Understand that continuity and change occurs over time.</i></p> <p><i>Add evidence and dates to timeline to represent this</i></p> <p><i>Select reliable sources of evidence to answer questions about the past.</i></p> <p><i>Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</i></p> <p><i>Identifies links and changes within and across the time periods and localities studied.</i></p> <p><i>In addition to subject related vocabulary - legacy, period</i></p>			<p>History – significant events of 20th Century The space race</p> <p><i>Understand that continuity and change occurs over time.</i></p> <p><i>Add evidence and dates to timeline to represent this</i></p> <p><i>Select reliable sources of evidence to answer questions about the past.</i></p> <p><i>Begin to understand the concept of propaganda</i></p> <p><i>Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</i></p>	<p>History – Viking and Saxons. Vikings as raiders then as settlers</p> <p><i>Appreciate that there is not always a single answer to historical questions.</i></p> <p><i>Begin to understand the concept of propaganda –</i></p> <p><i>Know that people (now and in the past) may represent events in ways that persuade others.</i></p> <p><i>Describes causes and consequences of the main events, situations and changes in the period studied.</i></p> <p><i>Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</i></p> <p><i>Identifies links and changes within and across the time periods and localities studied.</i></p>	
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<p>Art & DT</p>	<p>Printing – William Morris</p> <p><i>Design and make own press print block using polystyrene and wood</i></p> <p><i>Be able to line up and overlay print block to build up image using several colours</i></p> <p><i>Be able to make a precise pattern by cutting accurate print blocks</i></p> <p><i>Be able to make several clean prints</i></p> <p>Royalty pg 104 Artist: Hans Holbein the younger (Continue with William Morris)</p>	<p>Bridge builders – Brunel</p> <p><i>Design by considering the user, prioritising good function before profit.</i></p> <p><i>Produce several prototypes each building upon the previous to optimise design</i></p> <p><i>Combine designs from several significant designers explaining the selections.</i></p> <p>Amazed by architecture pg 146 Inventor: Brunel</p>	<p>Starry Night painting Van Gogh</p> <p><i>Be able to colour match accurately</i></p> <p><i>Be able to mix a full range of secondary, tertiary colours, tints and tones</i></p> <p><i>Understand how to use light pencil marks, then a wash, before adding layers and detail</i></p> <p><i>Be able to use a range of brush strokes to achieve different effects</i></p> <p><i>Apply learnt skills to create an abstract spacescape</i></p> <p>Class tapestry</p> <p><i>use a variety of stitching techniques to join fabrics.</i></p> <p><i>understand the purpose of and include a seam allowance.</i></p> <p>A journey into Space pg 120 In the dark of night pg 52</p> <p>Artist: Robert McCall Vincent Van Gogh</p>	<p>Rockets</p> <p><i>Design by considering the user, prioritising good function before profit.</i></p> <p><i>Produce several prototypes each building upon the previous to optimise design</i></p> <p><i>Practice practical skills to a reasonable standard to produce products</i></p>	<p>Clay work dragon heads and eyes</p> <p>Viking people models</p> <p><i>Be able to create more complex shapes using scrunched, torn and plaited paper to form a human figure</i></p> <p><i>Be able to apply tight bandages</i></p> <p><i>Use paper to 'dress' their model</i></p> <p><i>Be able to maintain a tidy and organised work station</i></p> <p><i>Understand how to consider model from 3D perspective and adapt and improve model where necessary. Create a good quality finish to their models (smooth)</i></p> <p>Surrealism pg 138 Artist: Dali</p>	<p>Levers and cams to create a moving boat/dragon</p> <p><i>Design by considering the user, prioritising good function before profit.</i></p> <p><i>Produce several prototypes each building upon the previous to optimise design</i></p> <p><i>Practice practical skills to a reasonable standard to produce products</i></p> <p><i>Combine designs from several significant designers explaining the selections.</i></p>
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<p>Computing & Digital Literacy Purple Mash</p> <p>ONLINE SAFETY - TERMLY WED</p>	<p>Year 5 coding 5.1</p> <p>To review coding vocabulary.</p> <ul style="list-style-type: none"> To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program. <p>To design and write a program that simulates a physical system.</p> <p>To review the use of number variables in 2Code.</p> <ul style="list-style-type: none"> To explore text variables. <p>To create a playable, competitive game.</p> <ul style="list-style-type: none"> To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code. To read code so that it can be adapted, personalised and improved. <p>To explore the launch command and use buttons within a program that launch other programs or open websites.</p> <ul style="list-style-type: none"> To create a program to inform others. 	<p>Year 5 spreadsheets 5.3</p> <p>Conversions of measurements.</p> <p>Novel use of the count tool</p> <p>Formulae including the advanced mode</p> <p>Using text variables to perform calculations.</p> <p>Using a spreadsheet to plan an event.</p>	<p>Year 5 databases 5.4</p> <p>To learn how to search for information on a database.</p> <p>To contribute to a class database</p> <p>To create a database around a chosen topic.</p>	<p>Year 5 game creator 5.5</p> <p>To set the scene.</p> <p>To create the game environment.</p> <p>To create the game quest.</p> <p>To finish and share the game</p> <p>To evaluate their and peers' games</p>	<p>Digital Literacy Unit</p>	<p>Year 5 concept maps 5.7</p> <p>To understand the need for visual representation when generating and discussing complex ideas</p> <p>To understand and use the correct vocabulary when creating a concept map.</p> <p>To create a concept map.</p> <p>To understand how a concept map can be used to retell stories and information.</p> <p>To create a collaborative concept map and present this to an audience.</p>
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<p>PE Striver</p>	<p>Gym 1 <i>Perform a range of gymnastic actions with consistency, fluency and clarity of movement</i> <i>Show body tension and extension and good weight transference when performing</i> <i>Combine dynamics when making sequences using changes of speed, level and direction</i></p>	<p>Dance 1 Country dance Learn different dance styles, explaining the patterns and forms of the dance Actions are controlled and express emotions</p>	<p>Wellbeing Module x6 Mindfulness Yoga Teamwork Nutrition Sleep Personal Care</p>	<p>Gym 2 <i>Perform a range of gymnastic actions with consistency, fluency and clarity of movement</i> <i>Show body tension and extension and good weight transference when performing</i> <i>Combine dynamics when making sequences using changes of speed, level and direction</i></p>	<p>Dance 2 Jive <i>Learn different dance styles, explaining the patterns and forms of the dance</i> <i>Actions are controlled and express emotions</i></p>	<p>ORIENTEERING <i>Use maps and compasses to orientate themselves</i> <i>Adjusts plans and actions depending on changing situations</i> <i>Able to work in a group to plan actions to solve a problem</i></p>
	<p>Football Control the ball, dribble and turn Pass and control the ball when passing and receiving Shoot and play the position of a goalkeeper Turn and shoot at speed. Perform a tackle and mark. Apply learnt skills in a game</p>	<p>Netball Pass and catch a netball including via bounce and overhead Demonstrate correct footwork Effectively dodge and mark Shoot a netball Play to the rules</p>	<p>Hockey Hold the stick and dribble under pressure Pass and receive the ball with improving accuracy to keep possession Tackle and mark correctly Play a hockey game situation</p>	<p>Tag Rugby Evade and tag opponents at speed while keeping control of the rugby ball Pass the ball accurately and receive the ball safely including whilst on the move and in a game situation. Apply learnt skill in a game of rugby. Refine attacking and defending skills Develop team tactics</p>	<p>Cricket Bat correctly Catch correctly Accurately bowl under and overarm using appropriate technique Use different batting shots Field using appropriate techniques Develop deep field catching Develop the lofted drive</p>	<p>Athletics <i>Choose the best pace for running over a variety of distances</i> <i>Use a range of throws accurately to hit a target over a range of distances</i> <i>Combine running and jumping in athletic activities (long jump)</i></p>

<p>MFL Language Angels</p>	<p>French – hobbies and sports</p> <p>Ask and answer simple questions– e.g.taking part in an interview/ survey about pets/favourite food, talking to a friend about hobbies</p> <p>Talk about personal interests</p> <p>Know how to pronounce some letter strings.</p>	<p>French – hobby and sports likes and dislikes</p> <p>Use a book or glossary to find out the meanings of new words</p> <p>Match sound to print by reading aloud familiar words and phrases</p> <p>Write a few short sentences with support using already learnt</p>	<p>French – weather</p> <p>Use a book or glossary to find out the meanings of new words</p> <p>Match sound to print by reading aloud familiar words and phrases</p> <p>Write a few short sentences with support using already learnt</p>	<p>French – places in town</p> <p>Use a book or glossary to find out the meanings of new words</p> <p>Match sound to print by reading aloud familiar words and phrases</p> <p>Write a few short sentences with support using already learnt</p>	<p>French – holidays</p> <p>Understand the main points from a spoken passage made up of familiar language – e.g.basic telephone message/ weather forecast</p> <p>Understands the main point(s) from a short written text – e.g.simple messages on a postcard/in an email</p> <p>Spell words that are readily understandable</p>	<p>French – culture and geography</p> <p>Respect and understand cultural diversity</p> <p>Understand how symbols, objects and pictures can represent a country</p>
<p>Music Charanga</p>	<p>Music – rhythms</p> <p>Pupils start to sing songs in parts.</p> <p>Play pieces with simple parts with developing control of duration, tempo and dynamics</p> <p>They improvise and compose rhythmic phrases through rehearsals</p> <p>They suggest improvements to their own and others' work</p> <p>Further extend appropriate musical vocabulary</p>	<p>Music – creating incidental music using rhythms</p> <p>They understand and start to use the staff and other musical notations.</p> <p>They improvise and compose rhythmic phrases through rehearsals</p> <p>They suggest improvements to their own and others' work</p>	<p>Music – The planet suite</p> <p>Compare and contrast a range of pieces showing awareness of dimensions, context and purpose.</p> <p>Further extend appropriate musical vocabulary</p>	<p>Music – Pictures at an exhibition composition</p> <p>They understand and start to use the staff and other musical notations.</p> <p>They improvise and compose rhythmic phrases through rehearsals</p> <p>They suggest improvements to their own and others' work</p>	<p>Music – understanding standard notation</p> <p>They understand and start to use the staff and other musical notations.</p> <p>Further extend appropriate musical vocabulary</p>	<p>Music – composing with standard notation</p> <p>Pupils start to sing songs in parts.</p> <p>Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics</p> <p>They improvise and compose melodic and rhythmic phrases through rehearsals</p> <p>They understand and start to use the staff and other musical notations.</p> <p>They suggest improvements to their own and others' work</p>

RE	<p>RE Islam</p> <p><i>What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</i></p>	<p>RE – Hindu</p> <p><i>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p>RE – Christianity</p> <p><i>In what ways does the Bible teach Christians to treat others? How is this expressed in practice?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</i></p>	<p>RE – Christianity</p> <p><i>In what ways does the Bible teach Christians to treat others? How is this expressed in practice?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</i></p>	<p>RE – Faith through the arts</p> <p><i>How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims?</i></p>	<p>RE – Spirituality Spirited Arts competition</p> <p><i>run by NATRE</i></p>
PSHE	<p>Theme – Being Me in My World Value - Good Manners Including E-Safety Week</p> <p>Topic – Feelings and Emotions/ Healthy Relationship</p>	<p>Theme – Relationships Value - Respect Including Anti-Bullying Week</p> <p>Topic – Valuing Difference</p>	<p>Theme – Celebrating Difference Value - Global Citizenship Including Diversity Week</p> <p>Topic – Rights and responsibilities</p>	<p>Theme – Dreams and Goals Value - Aspirations and Inspirations Including Careers Week/ Young Enterprise Week</p> <p>Topic – Taking care of the environment/ Money Matters</p>	<p>Theme – Changing Me Value - Growth Mind-set Including Sex Education</p> <p>Topic – Changing and Growing</p>	<p>Theme – Healthy Me Value - Healthy Mind, Healthy Body Including Healthy Schools Week and Sports Day</p> <p>Topic – Healthy Lifestyles and Keeping Safe</p>