




<p><u>English</u></p> <p><u>Core Text</u> Skellig by David Almond</p> <p><u>Fiction</u> Narrative based on a journey: learning to segment a story into 5 sections, combining speech and action. Based on the Skellig discovery of a man in the garage – descriptive narrative. In depth description of the scene, character with a heavy focus on descriptive language and phrasing.</p> <p><u>Non-Fiction</u> Information Text: Planet – fact files Information Text: a non-chronological report based on a fictional planet which concentrates on arranging information and extending sentences using conjunctions, use of high level vocabulary and sentence structure.</p>	<p><u>Science</u></p> <p><u>Scientific Enquiry</u> Identify scientific evidence which does or does not provide evidence for an idea or argument. Plan a scientific enquiry to answer a question, including recognising and controlling variables.</p> <p><u>Earth and Space</u> Explain why we know the sun, earth and moon are spherical. Name and describe features of the planets in our solar system Order the planets in our solar system. Name and describe features of the planets in our solar system Order the planets in our solar system. Explain day and night and the apparent movement of sun across the sky. Ask investigative questions to gain a deeper understanding of an astronauts’ life.</p> <p>Outdoor learning – the rotation of the Moon, Sun and Earth Order and use scaled distances to show the distances of planets in our Solar System on the school field</p>	<p><u>Computing</u></p> <p><u>Coding</u> To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. To review coding vocabulary. To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program. To design and write a program that simulates a physical system To review the use of number variables in 2Code. To explore text variables.</p> <p><u>Online Safety</u> To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology and children’s responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p>
<p><u>Maths</u></p> <p><u>Place Value</u> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Add and subtract numbers mentally with increasingly large numbers.</p> <p>Outdoor learning – Making Roman numerals using natural outdoor resources (sticks, leaves, stones)</p> <p><u>Addition and Subtraction</u> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multistep problems in contexts deciding which operations and methods to use</p>	<p><u>Year 5</u> <u>Term 1</u></p> 	<p><u>PE</u></p> <p><u>Indoor - Swimming</u> To focus on swimming 25 meters front crawl using different breathing techniques. To develop breathing techniques relating to swimming speeds in front crawl. To use sculling to assist in floatation and movement in self-safety. To introduce the basics of breaststroke. To develop back and breast stroke. To look at different self-rescue techniques and complete assessment.</p> <p><u>Outdoor – Rugby</u> To dodge and weave using speed and direction. To become familiar with a rugby ball. How to hold it and how to catch it with two hands. To use the correct technique to throw the rugby ball backwards down a line and whilst moving. To tag a player and learn the rules associated with tagging. To know how to pass and move towards a goal area, combining passing and running skills using and developing tactics. To work as a team communicating ideas and rules.</p> <p><u>Indoor – Gymnastics</u> To identify and practise symmetrical and asymmetrical body shapes. To perform movements in canon and in unison. To use and refine the following skills: flexibility, strength, balance, power and mental focus. To develop skills for movement, including rolling, bridging and dynamic movement. To perform and evaluate own and others’ sequences To incorporate travelling from one piece of apparatus to another</p>


<p><u>Art</u></p> <p>A collage piece inspired by Artist Peter Thorpe and his fascination with space. Children use multi-media to layer different material and use mediums to create a piece of art reflecting their learning in Science.</p>	<p>Celebrations of achievements Harvest festival for people less fortunate</p> <hr/> <p><u>Inspirational Figures</u> Art – Peter Thorpe Science – Dr Keeble, Tim Peake, Neil Armstrong</p>	<p><u>Humanities (History focus) – Ancient Greece</u></p> <p>To sequence and know events of time studied in relation to events before and after at national and world level To compare accounts of events from a range of sources To identify primary and secondary sources with greater confidence To develop deeper security in links and patterns between periods To complete a study of Greek life and achievements and their influence on the western world</p>
<p><u>Design Technology</u> Term 2</p>	<p><u>PSHE</u></p> <p><u>Relationships</u> Know how actions can affect ourselves and others Recognise discrimination, teasing, bullying and aggressive behaviour and its effect on others Consider the factors that make people similar or different Recognise and challenge ‘stereotypes’ Understand ‘equality’ Learn the terms used to describe factors within equality and diversity Acknowledge and understand how their actions may have an impact on themselves and others Appreciate the importance of personal boundaries and the right to privacy Value the importance of working collaboratively to a shared goal</p>	<p><u>RE</u></p> <p><u>Creation</u> To know that for a long time people have asked questions about Creation. To reflect on some important responses. To know about the story of Creation in the Bible. To reflect on the importance of this story. To know about the story of the Fall. To think about how it helps us to understand suffering in the world. To understand that God calls us to care for Creation. To be aware of our responsibilities. To know about some of God’s great helpers. To reflect on what we can learn from them. To be aware of God’s great gifts to us. To reflect on the importance of our own gifts.</p>
<p><u>MFL</u></p> <p><u>Space exploration - in French</u> This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. Links can be made with English as they use figurative language and write poems, Science and with our KS2 computing unit on space.</p>	<p><u>Music</u></p> <p><u>Composer – Richard Strauss</u> Listening, Composing, Dynamics, Singing, Composing, Structure, Dynamics. David Bowie – Space Oddity</p> <p><u>Composition notation (Theme: Ancient Egypt)</u> Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.</p>	

<p><u>English</u></p> <p><u>Core Text:</u> Skellig</p> <p><u>Audio:</u> Space Oddity by David Bowie</p> <p><u>Fiction</u> Narrative/Poetry: Figurative language to build suspense Children write about isolation in space and being on a mission Narrative: Description of space using a range of figurative and descriptive language</p> <p><u>Non-Fiction</u> Newspaper Report</p>	<p><u>Science</u></p> <p><u>Scientific Enquiry</u> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests.</p> <p><u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object – research Felix Baumgartner’s fall from space. 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> <p>Outdoor learning – Parachute drop to investigate the effect of gravity Investigating friction on different surfaces</p>	<p><u>Computing</u></p> <p><u>Spreadsheets</u> Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell. To copy and paste within 2Calculate. Using 2Calculate tools to test a hypothesis. To add a formula to a cell to automatically make a calculation in that cell. Using a spreadsheet to model a real-life situation and answer questions.</p>
<p><u>Maths</u></p> <p><u>Multiplication and Division</u> Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p><u>Area and Perimeter</u> Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.</p>	<p><u>Year 5</u> <u>Term 2</u></p>  <p><u>Fundamental British Values</u> Children conduct their role as school council representatives, eco warrior and class beacon. Children will abide by key online safety within computing lessons. Children will understand the expectations of the class and whole school behaviour and expectations. Team work and house system for PE games Tolerance of others Discussion and written debates in class Homework and keeping to deadlines Children will participate in Anti-Bullying Week Children will raise money and collect donations for local charities. Mutual respect for the advent period</p> <p><u>Inspirational Figures</u> Science - Sir Isaac Newton, Galileo</p>	<p><u>PE</u></p> <p><u>Indoor – Dance</u> To identify and practise the patterns and actions of the chosen dance style. To demonstrate an awareness of the music’s rhythm and phrasing when improvising. To create and perform an individual dance that reflects the chosen dance style. To create partnered dances that reflect the chosen dancing style and apply the key components of dance. To create group dances that reflect the dance style. To perform a dance using a range of movement patterns. To perform and evaluate own and others’ work</p> <p><u>Outdoor – Basketball/Handball/Netball</u> To understand the rules of basketball and explore different ways of moving with the ball effectively. To learn different techniques to dribble the ball with control. To learn a variety of different passes and use tactics to use them in a game situation. To be able to shoot with control and accuracy. To use all skills learnt and put them into a game situation. To be able to plan and run a mini tournament.</p>
<p><u>Art</u> Term 1</p>		

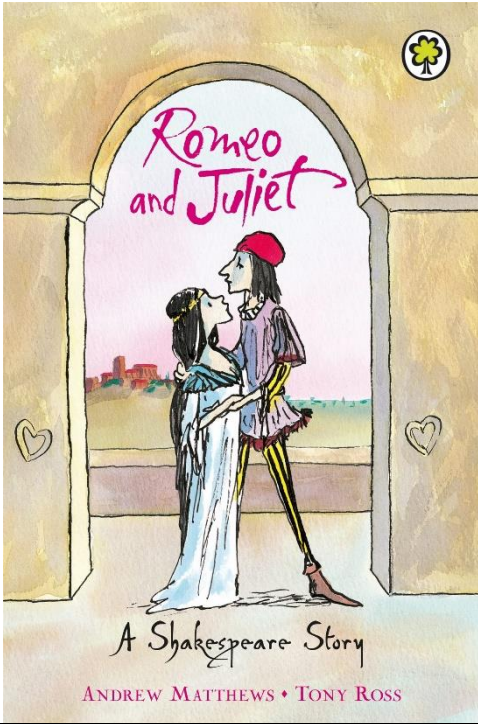
<p><u>Design Technology</u></p> <p>Children will design and make a stuffed toy using different joining techniques, learn new sewing stitches and evaluate their work.</p>	<p><u>PSHE</u></p> <p><u>Relationships</u></p> <p>Know how actions can affect ourselves and others</p> <p>Recognise discrimination, teasing, bullying and aggressive behaviour and its effect on others</p> <p>Consider the factors that make people similar or different</p> <p>Recognise and challenge ‘stereotypes’</p> <p>Understand ‘equality’</p> <p>Learn the terms used to describe factors within equality and diversity</p> <p>Acknowledge and understand how their actions may have an impact on themselves and others</p> <p>Appreciate the importance of personal boundaries and the right to privacy</p> <p>Value the importance of working collaboratively to a shared goal</p>	<p><u>RE</u></p> <p><u>God’s Covenants</u></p> <p>To understand the meaning of covenant.</p> <p>To reflect on God’s covenant with Noah.</p> <p>To know about the covenant that God made with Abraham.</p> <p>To reflect on Abraham’s trust in God.</p> <p>To understand that God guides and challenges His people.</p> <p>To be aware of our need to grow in faith and trust in God.</p> <p>To know that God made a covenant with Moses and the Israelites.</p> <p>To be aware that his covenant is also made with us.</p> <p>To know that God sends prophets to remind people of His covenant.</p> <p>To reflect on the message of the prophets for us.</p> <p>To know that God makes a new covenant with us.</p> <p>To reflect on our part in the new covenant.</p> <p><u>Other Faiths</u></p> <p>Buddhism – Stories and prayers</p>
<p><u>MFL</u></p> <p><u>French monster pets</u></p> <p>Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.</p>	<p><u>Music</u></p> <p><u>Blues</u></p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.</p> <p>Christmas Production</p>	<p><u>Humanities (Geography focus) – Greece</u></p> <p>To locate Greece using maps and atlases.</p> <p>To locate the equator on a map, drawing conclusions about the climates of countries on the equator and on the tropics.</p> <p>To locate urban areas and use geographical symbols to identify flat and hilly areas of a continent.</p> <p>To ask questions to ascertain more about a country.</p> <p>To make comparisons between 2 locations using photographs and maps.</p>

<p><u>English</u></p> <p><u>Core Text</u></p> <p>Street Child by Bertie Docherty</p> <p>Extract from Great Expectations by Charles Dickens</p> <p><u>Non-Fiction</u></p> <p>Instructions on how to escape a workhouse</p> <p><u>Narrative</u></p> <p>Great Expectations inspired writing detailing the meeting of Pip and Magwitch through a characters prospective. Children learn to apply inference using action and embed speech.</p>	<p><u>Science</u></p> <p><u>Scientific Enquiry</u></p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests.</p> <p><u>Forces</u></p> <p>Identify the effects of air resistance – explore air resistance with parachute designs.</p> <p>Identify water resistance – design and build streamline shapes.</p> <p>Investigate the affects friction that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>Outdoor learning – Parachute drop to investigate the effect of gravity</p> <p>Investigating friction on different surfaces</p>	<p><u>Computing</u></p> <p><u>Databases</u></p> <p>To contribute to a class database.</p> <p>To learn how to search for information in a database.</p> <p>Children have designed an avatar for a class database.</p> <p>To create a database around a chosen topic.</p> <p>Children can add records to their database.</p> <p>Children know what a database field is and can correctly add field information.</p> <p>Children understand how to word questions so that they can be effectively answered using a search of their database.</p>
<p><u>Maths</u></p> <p><u>Multiplication and Division</u></p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p><u>Number: Fractions</u></p> <p>Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $2\frac{5}{5} + 4\frac{5}{5} = 6\frac{5}{5} = 1\frac{1}{5}$].</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$].</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p><u>Year 5</u></p> <p><u>Term 3</u></p> 	<p><u>PE</u></p> <p><u>Indoor – Gymnastics</u></p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To perform movements in canon and in unison.</p> <p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>To develop skills for movement, including rolling, bridging and dynamic movement.</p> <p>To perform and evaluate own and others’ sequences</p> <p>To incorporate travelling from one piece of apparatus to another</p> <p><u>Outdoor – Hockey</u></p> <p>To develop different grips depending on the action needed.</p> <p>To dribble in all directions including reverse dribble.</p> <p>Passing on the move over different distances focusing on the different grips available.</p> <p>To try and outwit defenders using various dribbling and passing techniques in attack.</p> <p>To explore how to defend and not be outwitted.</p> <p>To show how to use the learnt skills in a game environment.</p>
<p><u>Art</u></p> <p>Studying the miniatures of the Victorian period, stamps, engravings, cameo jewellery and why they were important at that time. Nicholas Hilliard, Samuel Cooper and John Smart are artists for some of the examples used to inspire detailed drawing of a Queen.</p>	<p><u>Fundamental British Values</u></p> <p>Children conduct their role as school council representatives, eco warrior and class beacon.</p> <p>Children will abide by key online safety within computing lessons.</p> <p>Children will understand the expectations of the class and whole school behaviour and expectations.</p> <p>Team work and house system for PE games</p> <p>Tolerance of others</p>	<p><u>Humanities (History focus) – Victorians</u></p> <p>To know Queen Victoria’s place and importance within chronological history.</p> <p>To study a range of historical sources detailing Victoria’s coronation.</p> <p>To understand that Britain was changed by great Victorian inventors.</p> <p>To understand how railways changed the behaviour within the population.</p> <p>To use an Atlas to identify continents and countries with the British Empire in Victorian times.</p> <p>To explain the impact of the Great Exhibition.</p>

	<p>Discussion and written debates in class</p> <p>Homework and keeping to deadlines</p> <p>Children will participate in Anti-Bullying Week</p> <p>Children will raise money and collect donations for local charities.</p>	
	<p><u>Inspirational Figures</u></p> <p>English – Charles Dickens</p> <p>Science - Sir Isaac Newton, Galileo</p> <p>Humanities - Queen Victoria, Prince Albert</p> <p>Art - Nicholas Hilliard, Samuel Cooper, John Smart</p> <p>DT - Isambard Kingdom Brunel and Joseph Paxton</p>	
<p><u>Design Technology</u></p> <p>Term 4</p>	<p><u>PSHE</u></p> <p><u>Living in the Wider World</u></p> <p>Appreciate what it means to be part of a community</p> <p>Identify different groups/individuals that support local community</p> <p>Consider the role of voluntary, community and pressure groups</p> <p>Value and respect the range of identities in the UK</p> <p>Appreciate the lives, values and customs of people living around the world</p> <p>Understand the role of money</p> <p>Know ways to manage money (budgeting and saving)</p> <p>Learn to be a critical consumer: what is seen and read in the media</p> <p>Learn to critically consider the information they share and forward to others</p> <p>Understand the importance of personal boundaries and the right to privacy</p> <p>Know what skills needed to set up an enterprise</p> <p>Understand what enterprise means for work and society</p>	<p><u>RE</u></p> <p><u>Inspirational people</u></p> <p>To know that Jesus has come for everyone.</p> <p>To reflect on how we can join his mission.</p> <p>To understand what it means to be a follower of Jesus.</p> <p>To reflect on what it means for you.</p> <p>To know that the Beatitudes show us the way to live.</p> <p>To think of ways that they can help us to be a true follower of Jesus.</p> <p>To understand why Jesus blessed the merciful.</p> <p>To think about what this means for us.</p> <p>To know why Jesus blessed the pure in heart.</p> <p>To reflect on the presence of God within you.</p> <p>To know why Jesus blessed the persecuted for doing what is right.</p> <p>To know what you can do to help those suffering today.</p> <p>To understand why Jesus blessed the poor in spirit.</p> <p>To reflect on what we can learn from Fr. Arrupe.</p> <p>To know that the meek are blessed.</p> <p>To reflect on the importance of trying to do God’s will.</p> <p>To know what it means to be a saint.</p> <p>To think about how it could affect your life.</p>
<p><u>MFL</u></p> <p><u>Shopping in France</u></p> <p>Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.</p>	<p><u>Music</u></p> <p><u>South and West Africa</u></p> <p>Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.</p>	

<p><u>English</u></p> <p><u>Core Text:</u></p> <p>Street Child by Bertie Docherty The Highway Man by Alfred Noyes</p> <p><u>Fiction:</u></p> <p>Narrative: A study of the Highwayman focusing on adaption and structure to form a new tale with a modern twist. Vocabulary focus on archaic language.</p> <p><u>Poetry:</u></p> <p>Study of poems that convey imagery and suspense. Children to create a poem that describes the atmosphere and mood.</p>	<p><u>Science</u></p> <p><u>Scientific Enquiry</u></p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><u>Materials and Properties</u></p> <p>To compare materials according to their properties. To investigate thermal conductors and insulators. To investigate with electrical conductors to make the bulb shine at its brightest. To investigate which materials dissolve. To use different processes to separate mixtures of materials. Identify and explain irreversible chemical changes.</p>	<p><u>Computing</u></p> <p><u>Games Creator</u></p> <p>Children can review and analyse a computer game. Children can begin the process of designing their own game. Design the setting for their game so that it fits with the selected theme. Upload images or use the drawing tools to create the walls, floor and roof Children can design characters for their game. Children can decide upon, and change, the animations and sounds that the characters make. To finish and share the game - Children can make their game more unique by selecting the appropriate options to maximise the playability. Children can write informative instructions for their game so that others can play it. Children can evaluate their own and peers’ games to help improve their design for the future.</p>
<p><u>Maths</u></p> <p><u>Fractions</u></p> <p>Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example 0.71 =71/100] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p><u>Decimals and Percentages</u></p> <p>Decimals Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Number: Percentages Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 1 2 , 1 4 , 1 5 , 2 5 , 4 5 and those fractions with a denominator of a multiple of 10 or 25</p>	<p><u>Year 5</u></p> <p><u>Term 4</u></p> 	<p><u>PE</u></p> <p><u>Indoor – OAA</u></p> <p>To develop listening skills and follow several instructions building up from one to four commands. To use simple maps with a key To work with a partner to discuss problems and suggest solutions. To explore areas further afield and of a larger area. To navigate a course and give and follow instructions to do this.</p> <p><u>Outdoor – Tennis</u></p> <p>To learn the correct technique to perform the forehand and backhand balances and shots whilst on the move thinking about their court position following the shot. . To understand where and how to perform the volley and how to serve underarm and overarm shots using the correct technique. To develop and perform all tennis shots and techniques into a rally with a partner.</p>
	<p><u>Fundamental British Values</u></p> <p>Children conduct their role as school council representatives, eco warrior and class beacon – meeting weekly to discuss topical issues. Children will abide by key online safety within computing lessons. Children will understand the expectations of the class and whole school behaviour and expectations. Team work and house system for PE games Tolerance of others Homework and keeping to deadlines Freedom of speech & discrimination Equality and diversity</p>	

<p><u>Art</u> Term 3</p>	<p><u>Inspirational Figures</u> DT – William Morris, Voysey English – Dr Barnardo, Alfred Noyes</p>	
<p><u>Design Technology</u></p> <p>Focusing on the architects of the Victorian age, Isambard Kingdom Brunel and Joseph Paxton. Learning about their main achievements, their areas of expertise, what inspired them and how their work is viewed today? The children will complete a STEM building challenge about structures and strength in a project based on three stages: design, build and reassessment bridges and structures</p> <ul style="list-style-type: none"> - Identify stronger and weaker shapes. <p>Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight.</p> <ul style="list-style-type: none"> Identify beam, arch and truss bridges and describe their differences. Use triangles to create simple truss bridges that support a load (weight). Cut beams to the correct size, using a cutting mat. Smooth down any rough cut edges with sandpaper. <p>Follow each stage of the truss bridge creation as instructed by their teacher. Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher.</p> <p>Identify some areas for improvement, reinforcing their bridges as necessary.</p>	<p><u>PSHE</u></p> <p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> Appreciate what it means to be part of a community Identify different groups/individuals that support local community Consider the role of voluntary, community and pressure groups Value and respect the range of identities in the UK Appreciate the lives, values and customs of people living around the world Understand the role of money Know ways to manage money (budgeting and saving) Learn to be a critical consumer: what is seen and read in the media Learn to critically consider the information they share and forward to others Understand the importance of personal boundaries and the right to privacy Know what skills needed to set up an enterprise Understand what enterprise means for work and society 	<p><u>RE</u></p> <p><u>Reconciliation</u></p> <ul style="list-style-type: none"> To understand that actions have consequences. To reflect on consequences of actions. To understand that Mary, our Mother, untangles knots of sin. To reflect on how Mary is always ready to help us. To know about God’s love and forgiveness. To reflect on what this means for us. To understand the meaning of sin. To reflect on how sin hurts us, others and our relationship with God. To know what happens in the sacrament of Reconciliation. To reflect on how this sacrament helps us. To understand that God is love and is always ready to forgive. To reflect on what it means to experience forgiveness. <p><u>Other Faiths</u></p> <p>Buddhism – Stories and prayers</p>
<p><u>MFL</u></p> <p><u>French Speaking World</u></p> <p>Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.</p>	<p><u>Music</u></p> <p><u>Composition to represent the festival of colour (Theme: Holi festival)</u></p> <p>Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p> <p><u>Drumming</u></p>	<p><u>Humanities (Geography focus) – Local study</u></p> <ul style="list-style-type: none"> To contrast locations in the local area: a study comparing Walderslade as a residential commuter suburb and Rochester a small, historic city. To use Google Earth and OS maps to research and compare the local areas. To conduct field research, collect data and note land use. To classify geographical features of Walderslade. <p>To discuss how the River Medway impacted the growth of the local population and economy.</p>

<p><u>English</u> <u>Core Texts:</u> Romeo and Juliet By Shakespeare</p> <p><u>Fiction:</u> Narrative tragedy based writing from the characters perspective. Emphasis on actions, verbs and modal verbs. Diary entries from Juliet or Lord Capulet building empathy for the character</p> <p><u>Non-Fiction:</u> Explanation test on - How rivers travel from source to sea</p>	<p><u>Science</u></p> <p><u>Working scientifically</u> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p><u>Habitats</u> Describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants. Describe how some plants reproduce. Describe how some plants reproduce. To describe the life process of reproduction in some plants and animals by exploring asexual reproduction in plants. Describe the lifecycles of different mammals. Explain what Jane Goodall discovered about chimpanzees and describe Jane Goodall’s work with chimpanzees. Explain why chimpanzees are endangered. Compare the life cycles of amphibians and insects. Identify the stages of a bird’s life cycle. The similarities and differences between different plants’ and animals’ life cycles.</p> <p>Outdoor learning – Observations of plants in our school environment</p>	<p><u>Computing</u></p> <p><u>3D Modelling</u> To be introduced to 2Design and Make. Know what the 2Design and Make tool is for. Explore the different viewpoints in 2Design and Make whilst designing a building. Explore the effect of moving points when designing. Adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. To understand designing for a purpose. Explore how to edit the polygon 3D models to design a 3D model for a purpose. To understand printing and making. Refine one of their designs to prepare it for printing. C Print their design as a 2D net and then created a 3D model. Explore the possibilities of 3D printing.</p>
<p><u>Maths</u></p> <p><u>Decimals</u> Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</p> <p><u>Properties of shape</u> Identify 3D shapes, including cubes and other cuboids, from 2D representations. 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. 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°</p> <p>Outdoor learning – Measuring angles and directions on the playground</p>	<p><u>Year 5</u> <u>Term 5</u></p> 	<p><u>PE</u></p> <p><u>Indoor - Gymnastics</u> To be able to perform shapes and balances with partner and incorporate them into a short sequence. To be able to perform counterbalances. To understand the principles behind effective starting position, take off, jumping and landing. To be able to perform inversion through a forward and backward somersault. To learn how to perform basic vaults. To be able to create and perform a routine which involves all skills learnt from previous weeks.</p> <p><u>Outdoor – Cricket and Rounders</u> Learn basic fielding skills whilst moving. Catching and receiving the ball on the move and throwing it at the correct wicket. To develop batting skills to be able to use the correct shot to hit the ball away from fielders. Development of batting and fielding skills in kwik cricket, with over arm bowling. Understand tactics of a game of kwik cricket including scoring runs.</p>

	<p><u>Fundamental British Values</u></p> <p>Children conduct their role as school council representatives, eco warrior and class beacon.</p> <p>Children will abide by key online safety within computing lessons.</p> <p>Children will understand the expectations of the class and whole school behaviour and expectations.</p> <p>Team work and house system for PE games</p> <p>Tolerance of others to live as part of a community</p> <p>Understand the Ten Commandments and how they link to how we live our lives today and abide by the law</p> <p>Ways to budget and manage our money</p> <p>Discuss and debate concerning universal health and well-being</p>	
<p><u>Art</u></p> <p>Turner is the focus with his use of watercolour, washes, study of light and the local area. Children will learn about his life and his time in Margate, how he used the sea as a part of his major works and the techniques that he used to create his images.</p> <p>Brushwork, the use of colour and how to overlay washes will form part of the finish piece produced by the class.</p>	<p><u>Inspiration Figures</u></p> <p>English – William Shakespeare</p> <p>Art – J W Turner</p>	
<p><u>DT</u></p> <p>Term 6</p>	<p><u>PSHE/RSE</u></p> <p><u>Health and Well-being</u></p> <p>Know the changes that happen during puberty (including emotions)</p> <p>Understand what constitutes a ‘balanced lifestyle’</p> <p>Learn to make informed choices with regards to health</p> <p>Know what it meant by ‘habit’ and how/why habits are difficult to change</p> <p>Recognise drugs common in everyday life (medicines, caffeine, alcohol and tobacco)</p> <p>Identify people that are responsible for staying safe and healthy</p> <p>Recognise that images in the media (and online) do not always reflect reality and can affect feelings</p> <p>Know how to keep safe and well when using a mobile phone</p> <p>Learn strategies for managing personal safety (including online)</p> <p>Identify what to consider before sharing information and pictures of themselves and others and how to manage requests</p> <p>Recognise different ways of achieving and celebrating personal goals</p> <p>Learn how having high aspirations can support personal achievements</p> <p>Consider growth mind-set skills</p>	<p><u>RE</u></p> <p><u>Life in the Risen Jesus</u></p> <p>To know that Jesus has risen from the dead.</p> <p>To reflect on what the resurrection of Jesus means for us.</p> <p>To understand the meaning of the resurrection.</p> <p>To reflect on the importance of the resurrection for us.</p> <p>To know that the Spirit of Jesus works in many ways.</p> <p>To reflect at the Spirit at work in the holy Church.</p> <p>To know that Jesus is present among us in different ways.</p> <p>To reflect on how we can be present with Jesus.</p> <p>To know that there are many different ways of praying.</p> <p>To explore different ways of praying.</p> <p>To understand how Jesus teaches us to pray.</p> <p>To reflect on the importance of prayer for us.</p>
<p><u>MFL</u></p> <p><u>Verbs in a French week</u></p> <p>Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs ‘avoir’ and ‘être’, and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.</p>	<p><u>Music</u></p> <p><u>Looping and remixing</u></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p> <p><u>Drumming</u></p>	<p><u>Humanities (Geography focus) – Rivers</u></p> <p>To use an atlas to locate world rivers.</p> <p>To identify the features and stages of a river and how they alter with time.</p> <p>To understand the features of a water cycle.</p> <p>To understand how rivers are affected and used by humans.</p> <p>To understand the benefits and drawbacks of flooding.</p> <p>To apply knowledge of the impact of humans on a local river.</p>

	<p>Team work and house system for PE games</p> <p>Tolerance of others</p> <p>Discussion and written debates in class</p> <p>Homework and keeping to deadlines</p> <p>Understanding the role of Henry VIII and how he changed the Catholic Church and English society</p>	
<p><u>Art</u></p> <p>A study of portraits from modern expressionist to Tudor traditional.</p> <p>Studying the artists Klee, Kandinsky and the great painters of the Tudor times.</p> <p>Children learn how to express their personality through colour, shapes and emotions. Then study the anatomy of the face and how to represent the basic shapes of the features.</p>	<p><u>Inspirational Figures</u></p> <p>English – Grace Byers, Maya Angelou</p> <p>Humanities – King Henry VIII, Anne Boleyn, Sir Francis Drake, Sir Walter Raleigh</p> <p>Art - Klee, Kandinsky</p>	<p><u>Humanities (History focus) – Tudors</u></p> <p>To create a timeline showing how Tudors featured in the history of Britain.</p> <p>To use a variety of sources to provide an account of an historical person.</p> <p>To understand why the Tudors explored.</p> <p>To investigate what caused scurvy.</p> <p>To learn about the Armada from different sources.</p> <p>To accurately map a journey using an atlas.</p> <p>To create an account of a crime based on primary and secondary sources.</p> <p>Outdoor learning – Year 5 School Trip to Hever Castle</p>
<p><u>DT</u></p> <p>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p> <p>Understand how beef gets from the farm to our plates.</p> <p>Present a subject as a poster with clear information in an easy to read format.</p> <p>Contribute ideas as to what a ‘healthy meal’ means.</p> <p>Notice the nutritional differences between different products and recipes.</p> <p>Recognise nutritional differences between two similar recipes and give some justification as to why this is.</p> <p>Work as a team to amend a bolognese recipe with healthy adaptations.</p> <p>Follow a recipe to produce a healthy bolognese sauce.</p> <p>Design packaging that promotes the ingredients of the bolognese.</p>	<p><u>PSHE</u></p> <p><u>Health and Well-being</u></p> <p>Know the changes that happen during puberty (including emotions)</p> <p>Understand what constitutes a ‘balanced lifestyle’</p> <p>Learn to make informed choices with regards to health</p> <p>Know what it meant by ‘habit’ and how/why habits are difficult to change</p> <p>Recognise drugs common in everyday life (medicines, caffeine, alcohol and tobacco)</p> <p>Identify people that are responsible for staying safe and healthy</p> <p>Recognise that images in the media (and online) do not always reflect reality and can affect feelings</p> <p>Know how to keep safe and well when using a mobile phone</p> <p>Learn strategies for managing personal safety (including online)</p> <p>Identify what to consider before sharing information and pictures of themselves and others and how to manage requests</p> <p>Recognise different ways of achieving and celebrating personal goals</p> <p>Learn how having high aspirations can support personal achievements</p> <p>Consider growth mind-set skills</p>	<p><u>RE</u></p> <p><u>Other Faiths</u></p> <p>To know what the Church teaches about other faiths.</p> <p>To reflect on the teaching of the Church for us.</p> <p>To understand that we believe our Catholic faith.</p> <p>To reflect on our beliefs.</p> <p>To know some important Jewish beliefs.</p> <p>To think about their importance.</p> <p>To know about some Jewish celebrations.</p> <p>To reflect on the meaning of them.</p> <p>To know that some of the beliefs we share with Jews, and the differences between us.</p> <p>To reflect on their importance for us.</p> <p>To know some significant Muslim beliefs.</p> <p>To think about their importance.</p> <p>To understand some important practices of Muslims.</p> <p>To reflect on the importance of prayer.</p> <p>To know some of the beliefs that we share with Muslims and some of the differences between us.</p> <p>To think about what we can do together.</p> <p><u>Other faiths</u></p> <p>Buddhism – Festivals, belongings and values</p>
<p><u>MFL</u></p> <p><u>Meet my French family</u></p> <p>This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.</p>	<p><u>Music</u></p> <p><u>Musical theatre</u></p> <p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p> <p><u>Drumming</u></p>	