

Year 5 – Curriculum Overview 2022-23

Subject	Autumn 1 Galaxy Quest	Autumn 2 Dudley and beyond	Spring 1 Amazing Islands	Spring 2 Catastrophe	Summer 1 Mummified	Summer 2 What the Dickens
Essential Learning	<p>To know and order the planets of the Milky Way</p> <p>-To understand that the sun can be used to tell the time using shadows.</p> <p>-To define the big bang theory in terms of current understanding.</p> <p>-To understand that astronomers have been looking at space for thousands of years – Eratosthenes 276BC-194BC</p> <p>-To know that Galileo 1564-1642 was probably the most influential astronomer of all time.</p> <p>-To know what a galaxy is.</p> <p>-To describe the impact that Isaac Newton in 1643-1727 has on the theory of gravity.</p> <p>-To explain how gravity affects different objects based on mass.</p> <p>-To show an understanding of how musical elements can be combined to create a composition to represent something e.g. space.</p> <p>-To scientifically explain why night and day occur.</p> <p>-Understand the artistic techniques involved in Pointillism and to know a</p>	<p>-Locate the Black Country and regions within the UK.</p> <p>-Significant human and physical characteristics of the Black Country.</p> <p>-Name other boroughs of the Black Country (councils).</p> <p>-Know about key transport links including; train, metro, motorway and airport links.</p> <p>- Know about local historic industry and coal mining.</p> <p>-Understand diversity in local communities and impact on our locality.</p> <p>-Devise historical questions which look at change, cause and similarity.</p> <p>-Identify links between local landmarks and the locality's history.</p> <p>-Develop a secure chronological knowledge of significant events in regional history.</p>	<p>-Known islands of the world e.g. Cuba, Japan, Greenland and the Maldives.</p> <p>-Islands are land masses separated from a continent.</p> <p>-There are four main ways that islands are formed; volcanic, erosive, plate tectonic and artificial/manmade.</p> <p>-The Galapagos islands and the special animals that live there are of global conservation significance.</p> <p>-Charles Darwin and his colleague Alfred Wallace went to the Galapagos Islands in 1835 and observed the species and noticed adaptation and evolution.</p> <p>-Island communities develop artwork that reflects mood and atmosphere</p> <p>-Mood can be created through different music styles e.g. Jazz and traditional music.</p> <p>-We live in a consistently changing world due to climate change e.g. ice caps melting and rising sea levels.</p>	<p>-There are four layers of the Earth's structure; inner core, outer core, mantle and crust.</p> <p>- the crust is broken into different sections called tectonic plates.</p> <p>- A volcano is formed when the Earth's crust allows magma to leak to the surface.</p> <p>-Active volcanoes and always 'alive' and can erupt at any moment.</p> <p>-Dormant volcanoes are 'asleep' and can erupt unexpectedly.</p> <p>-Extinct volcanoes are volcanoes that cannot erupt anymore.</p> <p>-Mount Vesuvius erupted in AD79 and destroyed Pompeii.</p> <p>-An earthquake is what happens when two plates of the Earth's crust suddenly slip past each other.</p> <p>-Seismic waves are waves of energy that travel through the Earth's layers.</p> <p>-A tsunami is a huge wave caused by underground earthquakes.</p> <p>-A hurricane is a huge, aggressive storm, that can cause severe disruption.</p>	<p>-Be able to locate Egypt on a world map and identify countries surrounding it.</p> <p>-Identify human and physical features.</p> <p>The civilisation of Ancient Egypt spanned 3000 years.</p> <p>-The River Nile provided the Ancient Egyptians with many benefits including transport, food and papyrus leaves for making paper.</p> <p>-The rulers of Ancient Egypt were Pharaohs. The Pharaoh was the most powerful and important person in Egyptian society.</p> <p>-An individual's social class was defined by their profession. These social classes were represented by a pyramid, which was organised in a hierarchy. This meant that the social classes at the top of the pyramids were richer and more powerful than those at the bottom. The Pharaoh was top of the hierarchy.</p> <p>-The Ancient Egyptians used a system of writing called hieroglyphics. Scribes were trained to read and write in hieroglyphics.</p>	<p>-Queen Victoria reigned from 1837-1901.</p> <p>-The industrial Revolution took place between 1760 – 1840.</p> <p>-Understand why workhouses were set up (as places for the poor to work) in 1835. Both adult and children worked in them.</p> <p>-There was a clear divide between the rich and poor.</p> <p>-Dr Barnardo and Lord Shaftesbury worked tirelessly to support the poor and orphaned children of the Victorian era.</p> <p>-Isambard Kingdom Brunel was an engineering pioneer who influenced and supported the growth of railways.</p> <p>-The railways impacted on the movement of trade and people around the UK – people and trade could now travel further for work and leisure.</p> <p>-Seaside places such as Tenby and Scarborough grew because of the railways.</p>

	<p>key figure was Georges Seurat.</p> <p>-To understand that earth is constantly rotating.</p> <p>-To know that the Earth is tilted 23% and this is why we get seasons.</p> <p>-To understand the different phases of the moon during a lunar month.</p>		<p>-Natural disasters such as volcanic eruptions have an impact on physical environments.</p> <p>-Human activity has impacted on the world over time and has led to changes on islands across the globe e.g. tourism, climate and industry.</p> <p>-Islands have specific uses such as prison islands, defensive barriers, trading stations and designation conservational areas.</p> <p>-Key people in history were kept on islands: Al Capone and Nelson Mandela</p> <p>-The causes of the greenhouse effect: carbon dioxide is affecting islands of the world via global warming.</p>	<p>-There are charities and organisations that work to help the victims of natural disasters.</p>	<p>-Know that levers and pulleys allow a smaller force to have a greater effect.</p> <p>-Know that other civilisations lived in other parts of the world at the same time as the Ancient Egyptians, including the Maya and the first Chinese dynasties.</p>	<p>-The Great Exhibition was held at Alexandra Palace and had the first ever flushing toilet.</p> <p>-William Morris was one of the main designers in the British Arts and Crafts Movement and created fabrics and wallpaper inspired by nature.</p> <p>-Millicent Fawcett founded the NUWSS (National Union of Women's Suffrage Societies) in 1897, and then Emmeline Pankhurst formed the more militant suffragettes in 1903.</p> <p>-Key literary figures of the Victorian period include Charles Dickens, Emily Bronte, Robert Louis Stevenson and Rudyard Kipling.</p>
Vocabulary	<p>Air resistance, astronomer, astronomy, atmosphere, big bang, distance, Earth, galaxy, gravity, International Space Station (ISS), planets, milky way, moon, Isaac Newton, Galileo, rocket, launch, Russia, satellite, solar system, a spectagraph, telescope, sun dial, universe, zero gravity, impressionists, neo-impressionism.,</p>	<p>Birmingham, Wolverhampton, Dudley. Networks, Worcester, Green Belt Land, Motorway, Transport, Religions, Mosque, Hindu Temple, Yemeni. Gurdwara, Cathedral, Divali, Community centres, Reggae, Wolves, Albion, Aston Villa, Birmingham City, Wider Families, Immigration, Airport.</p>	<p>Adaption, archipelago, artificial, atmosphere, change, climate, erosion, conservation, continent, country, equator, erosion, eruption, evolution, fertile land, greenhouse effect, impact, island, islet, location, mood, resources, tourist, tectonic plates, volcano, Charles Darwin, Alfred Wallace, Galapagos, Alcatraz, Al Capone, Nelson Mandela, adaptation, evolution,</p>	<p>Earth, earthquake, eruption, hurricane, layers. Natural disaster, Pompeii, seismic waves, surface, tectonic plates, tsunami, volcano</p>	<p>Afterlife, amulet, archaeology, cartouche, hierarchy, hieroglyphics, mummification, Pharaoh, talisman, society</p>	<p>Victorian, era, industry, reign, revolution, factory, literature, workhouses, poverty, exhibition, museum, entertainment, tension, suspension, railway, underground, holiday, bathing machine, motif, suffragettes, suffragists, protests</p>

	Georges Seurat, Vincent van Gogh					
Maths – White Rose	Number: Place and Value Number: Addition and Subtraction Number: Multiplication and Division Number: Fractions A		Number; Multiplication and Division Number: Fractions B Number: Decimals and Percentages Measurement: Perimeter and Area Statistics		Geometry: Shape Geometry: Position and Direction Number: Decimals Number: Negative numbers Measurement: Converting units Measurement: Volume	
English /Key Texts	One Small Step – Narrative/Adventure (WS) Cosmic – Narrative (WS) Mars Transmission – journals (WS) <i>The Skies Above my Eyes</i> <i>Night time around the World Moon</i> <i>Fly High Crew</i>	The Highwayman – poetry (WS) The Graveyard Book – narrative mystery (WS) Text: Poems Out Loud: Poems to read and perform.	Kensuke’s Kingdom – Adventure (WS) Plastic Pollution – Speech (WS)/ Greta – Speech (WS Y6) <i>Greta’s Story</i> <i>Plastic Sucks</i> <i>Swimming Against the Storm</i> <i>Amazing Islands</i> , Sabrina Weiss (letter regarding activism) <i>The Girl Who Stole an Elephant</i> <i>World in Danger</i> <i>Britain’s Distant Seas</i> <i>Incredible Earth</i>	I believe in Unicorns – narrative (WS) Gorilla – narrative (WS) Kick – a persuasive letter (WS) Newspaper Report: about a well-known natural disaster Disaster Short Story <i>Everything: Volcanoes and Earthquakes</i> by Kathy Furgang <i>Hurricane</i> by David Wiesner <i>Earthquake Terror</i> by Peg Kehert	Hatshepsut Egypt – biography (WS) The Explorer – adventure (WS)	Screen Use- balanced arguments (WS) Computer Dad (Narrative) - WS
Culture, Diversity and Equality	Astronauts: Russian (Arnaldo Tamayo Mendez) (American) Guion Bluford. May Jemson Text: Voices of the Future Key piece of Music: <i>Ground Control to Major Tom</i> , David Bowie Beethoven, <i>Moonlight Sonata</i> <i>Eine Kleine Nacht Music</i> , Mozart	Lenny Henry Denise Lewis Beverley Knight Elton John and David Furnish Text: Black and British Key piece of Music: <i>Am Yow a Yam Yam</i> by Jonny Cole. Key art works: Black Country Route Sculpture Trail	African-American roots of Jekyll Island. Nelson Mandela – Robben Island David Stuurman – twice escapee from Robben Island. Text: Nelson Mandela: Long Walk to Freedom. Text: Greta Thunberg Text: Journey to Jo’burg Text: Greta and the Giants	Key piece of music: <i>Dance of the Earth</i> from <i>Rite of Spring</i> – Igor Stravinsky <i>We Are the World 25 for Haiti</i> – Artists for Haiti Key piece of Art: <i>Great Day of His Wrath</i> – John Martin	Text: Donovan’s Big Day Pride events Text: Kids who Dare to be Different Text: The Phoenix Code Key piece of music: <i>‘Pharoah’s Story’</i> from Joseph and the Technicoloured Dreamcoat <i>‘Grand March’</i> from Aida, <i>‘Walk Like an Egyptian’</i> the Bangles.	Text: Follow the Drinking Gourd Text: The Deepest Breath Key piece of music: <i>‘Nimrod’</i> from Elgar’s Enigma Variations Key art work: ‘A Village Street’ by Helen Allingham Key poem: ‘Jabberwocky’ by Lewis Carroll

	Key art work: Van Gogh – Starry Night Key poem: The Light of Stars, Henry Wadsworth Longfellow	Key Poem: <i>Into the Sun</i> https://www.youtube.com/watch?v=jYU1VM8ZF9Y	Key piece of music: <i>He's a Pirate</i> , - Hans Zimmer and Claus Badelt Key art work: Moai Sculptures (Easter island Heads) Key Poem: <i>Invictus</i> , Williams Ernest Henley	Key Poem: <i>Earthquake</i> – Bharati Nayak	Key art work: Nefertiti – Bust Thutmose I Key poem: 'Egyptian Afterlife' by Roger Stevens and 'Pyramid' by Dave Culder.	
Enrichment	Space Centre Leicester		Slimbridge Wild Foal and Wetlands Trust		British Museum – Egyptian activities	
Learning Through Nature National Outdoor Curriculum and PE Young Leader edits to be made on half termly basis	Young Leaders All will be able to identify at least two leadership qualities. All will be able list at least two advantages to good communication in a team. All will be able to give at least two examples of Healthy lifestyle habits. All will be able to tell the difference between good and bad personal qualities. All – Will know the difference between Camouflage & Concealment. All will take part in parade and receive a certificate. All will be able to state two healthy lifestyle habits, one benefit of good teamwork and name	Study a period beyond 1066 that is significant within the locality. (Y5, pp 72-85) Visit a historical building. (church) and the importance in community over time. Explore a graveyard as a primary source to gather local historical information. Collecting historical information from a primary source to test a hypothesis. Collect historical information from a primary source to conduct a focused study about one person. Use lichen as a primary source of time measurement.	French (Y5, pp114-127) Revising how to say our name in French., greet one another and use the numbers 1-12. Practice the numbers 1-30 and learn the names for parts of body. Learn the names of birds' body parts and spotting and identifying. Revise and practice the parts of the body and letters of the alphabet. Learning the names of the days of the week and use these to do a daily bird survey. Practice all of the learning from the unit by describing key characteristics of birds.	The Spirit of Natural Objects (Y6, pp86-99) Exploring how line can be used to capture the spirit of natural objects. Exploring observational drawing techniques to communicate a meaning about nature. Use clay as a mould to capture the spirit of place in plaster of paris. Explore using perspective to depict trees and pathways. Learning how to draw using perspective as well as about the pointillism technique. Use of colour in abstract compositions using natural materials.	Geography – Mapping (Y5, pp58-71) Identify points on a map. Identify control points on a map. Follow a map to collect names of countries from anywhere in the world. Learning to follow a cross-country trial to locate thing based on symbols. Working as a team using compass points. Learning to make our own map using compass directions and symbols. PE -navigate and solve problems from memory -classify and interpret simple morse code	DT- Cookery (Y5, pp100-113) Investigate and analyse a range of existing products used for cooking in the outdoors. Explore how to cook on direct heat (fire) and understand (and manage) the risks involved. Explore how to use hot water for cooking and understand the risks involved (making raita, gnocci, noodles) Use and apply learning to create product to satisfy a cooking and nutritional brief in preparation for a great campfire cook-off. PE

	a good leadership quality.	Collect historical information from a tree as a primary source. PE -navigate and solve problems from memory -use memory and recall skills	PE -develop and use trust to complete a task and perform under pressure -work at maximum physical capacity	PE -Explore ways of communicating in a range of challenging activities.		-develop and use trust to complete a task and perform under pressure -perform safely and with control
Wellbeing Moments	<p>Pupils link their learning on the seasons to how they cope with change. They will learn coping strategies for instance when they must deal with change in their lives.</p> <p>Pupils reflect on the space race and how competition can be healthy and a way to motivate, stretch and challenge ourselves.</p>	<p>Pupils will reflect in how one person can have a significant impact on the lives of many others and consider the impact they have on others.</p> <p>Pupils will understand how hobbies and other activities are rewarding and enjoyable.</p> <p>Pupils will learn that perseverance with an interest can have long term rewards.</p>	<p>Pupils will learn what climate change is and what the effects of that are. They will learn their role in the world and how they can help protect the earth.</p> <p>Pupils will learn how they can avoid overusing plastics and some natural materials. They will also explore how they can protect the plants and animals living on the earth.</p>	<p>Pupils can discuss loss and bereavement in simple ways.</p> <p>Pupils can show an understanding of how people may be impacted by grief.</p> <p>Pupils will learn some simple and helpful ways to deal with death and how they can support others.</p>		<p>Pupils will look at childhood in Victorian times, particularly the labour many poorer children were expected to carry out.</p> <p>They will consider how this created a class divide, as the children of rich parents were able to enjoy their upbringing in the way most children do in modern-day Britain.</p> <p>Pupils will study the different jobs children had to carry out, such as mining, factory work and chimney sweeping, and conduct a hot-seat activity where they ask questions to a Victorian child.</p>
Science	<p>Earth and Space</p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth 	<p>Properties and change of materials</p> <ul style="list-style-type: none"> - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical 	<p>Living things and their Habitats</p> <ul style="list-style-type: none"> -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animals <p>Experiments- Pattern seeking:</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> -Describe the changes as humans develop into old age - Timeline to indicate changes in humans, learn about changes in puberty and research gestation 	<p>Forces</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 	

	<ul style="list-style-type: none"> - 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>Depth: Earth and Space Assessment Question: Is time travel possible?</p> <p>Possible Experiments-</p> <p>Observing over time:</p> <ul style="list-style-type: none"> - Hook- Kerry says that at different parts of the day the sun is in a different place in the sky. Kirsten says that the sun is always in the same place in the sky, who is correct? 	<ul style="list-style-type: none"> and thermal), and response to magnets - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - 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>Experiments-</p> <p>Observing over time:</p> <p>Hook- Kelly has spilt a lot of water into some water. Sarah says she won't get the salt back. Is this true?</p>	<p>Hook- Levi says that as people get older, they get shorter. Is he correct?</p> <p>Research:</p> <p>Hook- Leah says that Usain bolt is the best Olympian of all time and he will get faster as he gets older. Is he correct?</p>		<p>periods of other animals and compare to humans.</p>	<ul style="list-style-type: none"> - 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>Experiments-</p> <p>Comparative and fair testing:</p> <p>Hook- A zebra needs to be transported across a river in a zoo. A vessel is needed to do this. What will make the best vessel?</p> <p>Comparative and fair testing:</p> <p>Hook- James has made 2 parachutes. He says that parachutes with a larger canopies take longer to fall. Is he correct?</p>
<p>History</p>	<ul style="list-style-type: none"> -Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy. 	<ul style="list-style-type: none"> - Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. 	<ul style="list-style-type: none"> -Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy. 	<ul style="list-style-type: none"> -Study source materials in depth, making more sophisticated observations. -Conduct research to answer historical 	<ul style="list-style-type: none"> -Apply historical vocabulary to a range of contexts, time periods and historical concepts. -Establish a broad chronological overview 	<ul style="list-style-type: none"> -Apply historical vocabulary to a range of contexts, time periods and historical concepts. - Note the connection, contrast an trends over

	<p>-Appreciate bias in source materials and understand the importance of interpreting source information</p> <p>-Investigate complex historical periods presenting conclusions through thoughtful selection and organisation of historical information.</p> <p>-Explain how the lives of significant individuals or significant historical events have contributed to national and international</p>	<p>- Choose, Select and combine Information from different sources to answer questions from the past using a range of sources.</p> <p>- Recognise some similarities and differences between time periods</p> <p>- Select and record information</p> <p>Communicate their knowledge and understanding orally and in writing</p> <p>When finding answers to historical questions, they begin to use information as evidence to test hypothesis</p> <p>- Identify causes and consequences of the main events and changes</p> <p>- They begin to produce structured work, making appropriate use of dates and terms</p>	<p>-Explain how the lives of significant individuals or significant historical events have contributed to national and international</p>	<p>questions: select, organise and record source information to present.</p>	<p>adding depth and detail, remembering key facts and dates and checking for accuracy.</p> <p>- Note the connection, contrast an trends over time in two or more periods of history.</p> <p>-Appreciate bias in source materials and understand the importance of interpreting source information</p> <p>-Investigate complex historical periods presenting conclusions through thoughtful selection and organisation of historical information.</p> <p>-Explain how the lives of significant individuals or significant historical events have contributed to national and international</p>	<p>time in two or more periods of history.</p> <p>-Ask valid questions about the cause and consequences of events.</p> <p>-Describe the positive and negative impacts of an individual event or period of history on modern society</p> <p>-Appreciate bias in source materials and understand the importance of interpreting source information</p> <p>-Explain how the lives of significant individuals or significant historical events have contributed to national and international</p>
Geography	<p>-Discuss how human activity has impacted on or changed the physical and/or human features of a place over time ie. types of settlement and land use, economic activity including trade links and the distribution of natural resources</p>	<p>- To recognise how places fit into the wider geographical context and are interdependent (Y5)</p> <p>To recognise key geographical features of the countries of the UK and understand how some of these aspects have changed over time. (Name</p>	<p>-Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topography features (including hills, mountains, coasts and rivers) and land use patterns, discussing</p>	<p>-Sequence and explain geographical features such as the water cycle.</p> <p>-Describe how the physical geography of a place has impacted on or changed the physical and/or human features over time i.e. rivers, mountains, earthquakes and volcanos.</p>	<p>-Appreciate the geographical similarities and differences of different places and how the physical and human geography of places affects how people live.</p> <p>-use maps, atlases, globes and digital computer mapping to locate countries and describe</p>	<p>-Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topography features (including hills, mountains, coasts and rivers) and land use</p>

	including energy, food, minerals and water.	and locate counties and cities of the United Kingdom) (Y5) ☐ - Identify how and why places have changed and how this might affect the people living there (Y5) ☐ - Identify human and physical features - Use fieldwork to observe human features of a local area, using a range of methods, including sketch maps.	how some of these aspects have changed over time. -Explain how time zones including night and day affect the human and physical geography or a place. -Appreciate the geographical similarities and differences of different places and how the physical and human -Discuss how human activity has impacted on or changed the physical and/or human features of a place over time ie. types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. -use maps, atlases, globes and digital computer mapping to locate countries and describe their geographical features. -use 4 and 6 figure grid references, symbols and keys to accurately identify and locate geographical features,geography of places affects how people live.	-Locate geographical features on a map, OS maps, atlases and digital/computer mapping using a symbol key.	their geographical features. -use 4 and 6 figure grid references, symbols and keys to accurately identify and locate geographical features,	patterns, discussing how some of these aspects have changed over time. - Explain the impact of climate zones, biomes and vegetation belts on the physical environment. -Evaluate the effect of commercial activity on the environment and consider ways to sustain or improve the environment
ICT	Coding Scratch combined with	Databases NCCE (6) https://docs.google.com/document/d/1R7eZE-	Sharing Information NCCE (6) https://drive.google.com/drive/folders/11DEP41hTI	3D Modelling Purple Mash Unit 5.6 (4) <i>APPLICATION IN MATHS.</i>	Video Editing NCCE https://drive.google.com/drive/folders/1WHLSV35w	Game Creator Purple Mash Unit 5.5 (5)

<p>2Code - Purple Mash Unit 4.1 (6)</p> <p><i>MUST SHOW APPLICATION OF SKILLS ACROSS APPS.</i></p> <p>Privacy and Security (DL)</p> <ul style="list-style-type: none"> -I can create and use strong, secure passwords. -I can explain how may free apps and services may read and share my private information (e.g. friends contacts, likes, messages, images, videos, voice, geolocation) with others. -I can understand and explain why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. <p>-</p>	<p>48ojMIB2x_j3FZSzyGgG7GZ-7j2z0GK7ZukY/edit combined with Purple Mash Unit 5.4 (4)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>Managing online information, copyright and ownership</p> <ul style="list-style-type: none"> -I can explain how 'online marketplaces' can enable small businesses or individuals to do business on a wider / global scale. -I can assess the benefits and limitations of online commerce. -I can recognise when and analyse why online content has been designed to influence people's thoughts, beliefs or restrict their autonomy (e.g. fake / misleading reviews, fake news or propaganda). -I can assess how my developing 'digital personality' might affect (focus or limit) the type of information returned to me in a search or on a social media stream. -I know what content is illegal to view and share online and can describe some of the laws governing online illegal content and that they may 	<p>W64IdPYNad6rvi2tmeqkH_</p> <p>Online Relationships and Reputation</p> <ul style="list-style-type: none"> - I can describe ways that someone can manage what others can say and share about them and explain strategies to protect an individual's 'digital personality'. -I can explain how someone can build an online presence using a range of technologies that provide a positive representation of who they are, listing attributes others may find valuable (e.g. job / university application profiles). -I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. -I can explain the importance of having a choice and giving others a choice online. can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship. -I can describe actions someone could take if 	<p>Health, wellbeing and lifestyle</p> <ul style="list-style-type: none"> -I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties. -I can identify commercial content (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing). -I can assess the benefits of and potential problems with sites or apps that intend to promote positive well-being (e.g. wellness apps, fitness trackers, meditation / relaxation apps). -I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. 	<p>ug4koy-TiX1tLwXmCBevZYim using a Green screen.</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>Self-Image and Identity</p> <ul style="list-style-type: none"> -I can explain how identity online can be copied, modified or altered. -I can demonstrate responsible choices about my online identity, depending on context. -I am aware that a person's online activity, history or profile (their 'digital personality') will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices. <p>-</p>	<p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>Online Bullying</p> <ul style="list-style-type: none"> -I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong. -I can identify and demonstrate actions to support others who are experiencing difficulties online. <p>- I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>- I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>
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		<p>vary from country to country.</p> <p>-I can describe what is meant by 'big data' and 'data analytics' and how political parties, commercial and other organisations use these. I can evaluate the ethics of such use and describe how these may impact on an individual now and in their future</p> <p>I can describe ways people can assess and manage how and what they contribute to 'big data'</p>	<p>they experience or are targeted by illegal online behaviour.</p>			
Music	<p>-Recognise a range of musical symbols in standard notation</p> <ul style="list-style-type: none"> - Play a beat. - Identify features of a drum. - Play with relaxed arms and appropriate force. - Achieve a resonant base tone. - Play a slap/open tone with correct technique. - Combine tones in basic rhythms. 	<p>Count and keep in time.</p> <ul style="list-style-type: none"> - Improvise a simple rhythm. - Play a rhythm as an accompaniment. -Understand cultural significance of djembe drums. - Keep in time with a beat. -Play a slap/open tone with improving technique. 	<ul style="list-style-type: none"> -Maintain their part while others play different parts. -Maintain a rhythm with increasing tempo. -Play with improving technique. - Keep in time with other musicians. 	<ul style="list-style-type: none"> -Compose and play own rhythms of increasing complexity. -Follow drum notations of increasing complexity. -Maintain a rhythm with increasing tempo. -Listen with attention to detail in order to imitate rhythms. 	<ul style="list-style-type: none"> -Improvise rhythm solos. -Improvise rhythms to accompany those played by other instruments. -Play with increasing skill and technique. -Use varied tones to create complex drum rhythms. 	<ul style="list-style-type: none"> -Listen with attention to detail in order to imitate rhythms. -Perform as part of an ensemble. -Compose and play own rhythms of increasing complexity. -Play with expression and control.
PE	<p>Dance Unit 1 and 2</p> <p>-perform locomotor and non-locomotor movements in a dance phrase</p>	<p>Gymnastics Unit 1 and 2</p> <p>-create longer and more complex sequences and adapt performances</p>	<p>Invasion games; Tag Rugby</p> <p>-use strength, agility and coordination when defending</p> <p>-increase power and strength of passes, moving</p>	<p>Net/Wall games Badminton</p> <p>-use different types of serves in-game and new shots learnt in games</p> <p>-practice racquet handling skills</p>	<p>Striking and fielding Cricket</p> <p>-link together a range of skills and use in combination</p>	<p>Athletics</p> <p>-sustain pace over short and longer distances such as running 100m and running for 2minutes</p>

	<ul style="list-style-type: none"> -describe the features of line dancing -work collaboratively in groups -use basic knowledge of steps to create own dances -copy and perform a specific dance action to communicate a theme -copy and execute a high energy jump sequence -create a low level attach sequence 	<ul style="list-style-type: none"> -take the lead in a group when preparing a sequence -develop symmetry individually, in pairs and in a small group -compare performances and judge strength and areas for improvement -select a component for improvement e.g. flow or timing -take responsibility for own warm-up including remembering and repeating a variety of stretches -perform more complex actions, shapes and balances with consistency 	<ul style="list-style-type: none"> the ball accurately in a variety of situations -select and apply a range of tactics and techniques and play with consistency -to play effectively in a variety of positions and formations -relate a greater number of attacking and defending tactics to game play -become more skilful when performing movements at speed -select and apply appropriate skill in a game situation -effectively play as a team and in defence taking individual responsibility for your role 	<ul style="list-style-type: none"> -perform forehand short and long serves -play with others to score and defend points in competitive play -move confidently around the play area using footwork techniques -develop further ways of playing with others cooperatively and in competition -use close control -develop reaction time 	<ul style="list-style-type: none"> -collaborate with a team to choose, use and adapt rules in games -recognise how some aspect of fitness relate to striking and fielding e.g. power, flexibility and cardiovascular endurance -develop retrieving and returning the ball 	<ul style="list-style-type: none"> -run as part of a relay team, working at maximum speed -perform a range of jumps and throws demonstrating increasing power and accuracy
Art	<p><i>Pointillism inspired by Georges Seurat/Van Gogh</i></p> <ul style="list-style-type: none"> -Develop a range of artistic techniques showing an awareness of a specific art, genre or artist. -Work into prints with a range of media e.g. pens and paints, -Use a graphics package to create and manipulate images, -Combine and layer digital images for effect, -Develop paint techniques considering the specific genre and effect e.g. brush stroke, colour choice, building up 	<p>Art -(Public Art - Midlands)</p> <ul style="list-style-type: none"> -Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment - Model their ideas using prototypes and pattern pieces - generate realistic ideas, focusing on the needs of the user - Explain their choice of materials and components according to functional properties and aesthetic qualities -Accurately apply a range of finishing techniques, 	<p>Art – Moai Sculptures (Easter island Heads)</p> <ul style="list-style-type: none"> -Identify primary, secondary, complementary and contrasting colours. -Mix and match colours to create atmosphere and light effects. -Develop paint techniques considering the specific genre and effect e.g. brush stroke, colour choice, building up texture and choice of paint. -Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and back ground 		<p>3D Hieroglyphics</p> <ul style="list-style-type: none"> -Develop paint techniques considering the specific genre and effect e.g. brush stroke, colour choice, building up texture and choice of paint. -Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and back ground -Show an awareness of how drawings are created e.g. composition. -Carve and sculpt materials using a range of finishing techniques to make 3d forms, both realistic and abstract 	<p>Advertisement Posters</p> <ul style="list-style-type: none"> -Use sketchbooks to record observations. -Carry preliminary studies trying out different media and materials and mixing different colours. -Use sketchbooks to review and revisit ideas. -Develop a range of artistic techniques showing an awareness of a specific art, genre or artist. -Work into prints with a range of media e.g. pens and paints, -Use a graphics package to create and manipulate images,

	<p>texture and choice of paint.</p> <p>-Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and back ground</p>	<p>including those from art and design.</p> <p>- About artists and designers in history.</p>	<p>-Carve and sculpt materials using a range of finishing techniques to make 3d forms, both realistic and abstract</p>		<p>-Choose appropriate materials and tools to make abstract forms.</p>	<p>-Combine and layer digital images for effect,</p> <p>-Discuss and evaluate the ideas, methods and techniques of artists, craftspeople and designers including those working in different times and cultures.</p> <p>-Explain how they have been influenced by the work of artists, architects or designers when developing their work.</p> <p>-Adapt and refine work in light of evaluations and review.</p>
DT			<p>Artificial Islands</p> <p>-Generate, develop, model and communicate design ideas through cross-sectional and exploded diagrams, prototypes, pattern pieces or computer-aided design.</p> <p>-Investigate and analyse a range of existing products considering the audience and the purpose.</p> <p>-Generate, develop, model and communicate design ideas through cross-sectional and exploded diagrams, prototypes, pattern pieces or computer-aided design.</p>	<p>Make a volcano</p> <p>-Select from and use a wide range of components, including construction materials and textiles, beginning to consider material characteristics and appropriateness for task.</p> <p>-Develop joining techniques such as using glue guns, struts and running stitches to strengthen, stiffen and reinforce structures of increasing complexity.</p>	<p>Pyramids</p> <p>-Understand and use mechanical systems in products for example gears, pulley, cams, levers and linkages;</p>	<p>Bridge Building</p> <p>-Select use and combine a range of materials according to their functional qualities and aesthetic qualities.</p>
RE	<p>28. Who was Jesus? Jesus as Lord and Saviour – what does this mean?</p>	<p>27. Is getting your own back OK? Jesus’ law of love – Love God and love</p>	<p>25. Why care about the planet? Explore how we use up the earth’s</p>	<p>26. Why do Christians celebrate Holy Communion? Bread as a</p>	<p>29. Why do Jews celebrate the Passover? Revisit earlier work on</p>	<p>30. Why do Muslims worship? Revisit earlier work on Islam. Islamic</p>

	<p>Something had gone wrong – humans were flawed. The world was corrupt. What could save humans? God entered into the world to put right what had gone wrong. The incarnation. The Word was made flesh.</p>	<p>one another. Avoiding conflict. Being a peacemaker. How to diffuse a situation. Controlling your anger. What does turning the other cheek mean? Revisit - Muhammad and the angry woman. Is getting your own back OK?</p>	<p>resources or damage the fragile ecosystem. The planet a small speck in space. Stewards or caretakers. Hinduism – the people who hugged the trees. What can we do that will make a difference?</p>	<p>metaphor. Something received which makes life possible. The feeding of the 5,000 – Jesus as the Bread of Life. The Body of Christ. Communion as what feeds a spiritual life.</p>	<p>Judaism. The story of Moses and the escape out of captivity. The idea that God will send a saviour and will act in history. Revisit - the light that wouldn't go out. Celebrating the Passover. Unleavened bread.</p>	<p>worship - bowing and prostration. What does it express? Staying on the straight path. Not forgetting God. Visit a local mosque. Muslims as brothers and sisters. The Ummah.</p>
MfL	<p>Phonetics Lesson 3 (1 and 2 if needed) Presenting Myself</p> <ul style="list-style-type: none"> -Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity. -Practice and prepare conversations and express simple opinions -Speak at greater length using set phrases and vocabulary. -Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. -Retrieve answers to questions from a short passage. 	<p>Clothes</p> <ul style="list-style-type: none"> -Understand more of what is heard, even when some of the language may be unfamiliar by using decoding skills that have been developed. -identify the main points and key vocabulary in a short-spoken passage -Speak with increasing grammatical accuracy. -Write sentences on a range of topics using a model. -Start to explore full verb conjugation (E.g: 'I wear...', 'he/she wears...') -Be able to describe clothes in terms of colour E.g: 'My blue coat'. -Learn to use and recognise the terminology of articles (E.g: definite, indefinite and partitive). -Understand the rules of adjectival agreement and possessive adjectives. 	<p>Habitats</p> <ul style="list-style-type: none"> -Understand more of what is heard, even when some of the language may be unfamiliar by using decoding skills that have been developed. -identify the main points and key vocabulary in a short-spoken passage Speak with increasing grammatical accuracy. -Communicate on a wider range of topics and themes. -Retrieve answers to questions from a short passage. -Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. -Revision of gender and nouns 	<p>What is the date?</p> <ul style="list-style-type: none"> -identify the main points and key vocabulary in a short-spoken passage -Communicate on a wider range of topics and themes. -Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity. -Start to decode meaning of unknown words using cognates and context. -Understand longer passages in the foreign language in different contexts, including stories. --Learn to manipulate the language and be able to substitute words for suitable alternatives. 	<p>Weather</p> <ul style="list-style-type: none"> -Listen more attentively and for longer passages. -identify the main points and key vocabulary in a short-spoken passage -Understand more of what is heard, even when some of the language may be unfamiliar by using decoding skills that have been developed. Speak with increasing grammatical accuracy.- Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity. -Write sentences on a range of topics using a model. -Understand longer passages in the foreign language in different contexts, including stories. -Retrieve answers to questions from a short passage. 	<p>The Olympics</p> <ul style="list-style-type: none"> -Listen more attentively and for longer passages. -identify the main points and key vocabulary in a short-spoken passage -Practice and prepare conversations and express simple opinions Speak with increasing grammatical accuracy. -Understand longer passages in the foreign language in different contexts, including stories. -Start to decode meaning of unknown words using cognates and context. -Retrieve answers to questions from a short passage.

		-Revision of gender and nouns				
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