**Frodsham CE Primary School Long Term Plan 2024/2025 Year 5**

**Love each other as God loves us.**

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|  | **Autumn** | | | | **Spring** | | | | | **Summer** | | |
| **Christian values** | **Love** | | **Respect** | | **Kindness** | | | | **Community** | **Faith** | | **Resilience** |
| **Spriritual Development** | **Me:** I can be creative, I can be curious, I can be honest, I can be still, I can be thankful, I know I am unique, I can love myself,  I know it is okay to make mistakes, I can be courageous, I can be resilient, I can persevere, I can reflect  **Others:** I can celebrate others achievements, I can be fair, I can be kind, I can forgive others, I can be generous, I can show respect,  I can work as part of a team, I know how to make things right when I have hurt others, I am thankful for what others do for me,  I can consider the views of others, I can empathise, I can be inspired by amazing people, I can be inspired by positive role models,  I can be open minded  **World:** I can be thankful for the gift of creation, I can find wonder in all things, I can see beauty in the world, I understand what is unfair,  I can be a good steward, I can demonstrate stewardship, I can talk about the rights of the child, I can be a courageous advocate for change  **God:** I know I am loved by God for who I am, I know I am one of God’s children, I can celebrate with God, I can talk to God in prayer  I can ask God for forgiveness, I can ask God for support, I can ask big questions that may not always have an answer, I can be open to the idea of God, I can be reflective, I can be wowed by life’s mysteries | | | | | | | | | | | |
| **RE**  A visit will be made to an Islamic Mosque | **Letters of Creation (Year A)**  How can we help to make the world a better place?  I can talk about ways in which to make the world a better place.  I can take positive action to make the world a better place.  I can talk about ways in which to make the world fairer.  I can take positive action to make the world fairer.  **Love each other as God loves us (Year B)**  What commandment did Jesus give about love?  I can explain what the school vision ‘Love as God loves us’ means.  **Christianity**  How and why do Christians read the Bible?  I can explain how Christians see to live to advance the Kingdom of God on Earth through the lives they lead.  How and why do Christians worship?  What are the benefits for believers?  I can explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.  I can evaluate diverse Christian expressions of worship.  How is Christmas celebrated around the world?  I can evaluate how Christians around the world celebrate the good news of Jesus at Christmas (Incarnation).  I can explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead. | | | | **Islam**  How is Muslim belief demonsgtrated through family life?  I can identify, describe and explain key Muslim beliefs related to Allah (God).  I can describe how Muslims believe that to have ‘inner peace with God’ humans must follow & submit to Allahs guidance and will. Including Jihad to have ‘inner struggle with oneself’ to make oneself a better Muslim.  How is a muslim way of life expressed at home and in the community?  I can describe how Muslims believe that to have ‘inner peace with God’ humans must follow & submit to Allahs guidance and will. Including Jihad to have ‘inner struggle with oneself’ to make oneself a better Muslim.  I can explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enables Muslims to have peace with God.  I can explain how Muslims’ organisations help people in need.  **Christianity**  How do Christians believe that Easter is a celebration of victory?  I can evaluate how Christians around the world celebrate the good news of Jesus at Christmas (Incarnation).  I can explain how the life of Jesus was a sacrifice.  I can describe how references to Jesus’ death and resurrection found in the Church (arefacts, ritual, or text) reinforce the Christian idea of forgiveness.  I can evaluate diverse Christian expressions of worship.  Which beliefs do we find hard to understand in Christianity?  I can evaluate how Christians around the world celebrate the good news of Jesus at Christmas (Incarnation).  I can explain how the life of Jesus was a sacrifice.  I can describe how references to Jesus’ death and resurrection found in the Church (arefacts, ritual, or text) reinforces the Christian idea of forgiveness. | | | | | **Islam**  Why are the Five Pillars important to Muslims for their daily lives? Including the story of Islamic Aid?  I can identify, describe and explain key Muslim beliefs related to Allah (God)  I can name the Five Pillars and explain why they are important to the majority of Muslims.  I can explain and assess how all Muslims are part of ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God.  I can explain how Muslims’ organisations help people in need.  **Sikhism**  What Sikhi beliefs are important to Sikhs? How aer the values of the community and equality shown through the sikh way of life?  I can explain how Sikhs believe in all pathways leading to God.  I can describe the founder of Sikh, Guru Nanak and recall key events in his life.  I can describe what happens in the Gurwara (e.g. welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect.  I can explain the symbolism of the 5Ks for some Sikhs. (Khalsa Sikhs wear 5Ks generally, others may have some of the symbols e.g., Kara).  I can analyse how Sikhs show community and equality in their lives, (e.g. Langar, charity, all people are equal, values, duty).  **Free Choice enquiry (Year A)**  Angels  **Free Choice enquiry (Year B)**  How is Jesus represented globally? | | |
| **English**  (Pathways to Write) | A picture containing text  Description automatically generated  **Queen of the Falls**  Recount  **Spoken language:**  Articulate and justify answers  Give well-structured descriptions, explanations and narratives  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations  and debates  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints  **Reading comprehension:**  Draw inferences (characters feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Summarise main ideas, identifying key details  Identify how language, structure and presentation contribute to meaning  Evaluate author’s language choice  Distinguish between fact and opinion  Participate in discussion about books  Explain and discuss understanding of reading  Provide reasoned justifications for views  **Writing composition:**  Identify the audience and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning though selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write a series of diaries about significant events in Annie Edson Taylor’s life  **Greater depth writing outcome:**  To write a series of diaries about significant events in Annie Edson Taylor’s life including viewpoints on other characters *e.g. Frank Russell or Fred Truesdale*  **Gateway keys:**  Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  Use fronted adverbials  Use a variety of verb forms  consistently and correctly  Organise paragraphs around a theme  **Mastery keys:**  Identify the audience for and purpose of writing  Organise paragraphs around a theme with a focus on more complex narrative structures  Use commas after fronted adverbials  Use commas to clarify meaning or avoid ambiguity in writing  **Feature keys:**  Engage reader through use of description, feelings and opinions  Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)  Use rhetorical questions to engage reader  Use consistent 1st person  Write in consistent tense  including progressive and perfect forms  Include the 5Ws – who, what, where, when, why and how | | **The Lost Happy Endings** Traditional Tale  **Spoken language:**  Ask relevant questions  Build vocabulary  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations  and debates  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints  **Reading comprehension:**  Identify and discuss themes and conventions  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Summarise main ideas, identifying key details  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choice  Participate in discussions about books  Explain and discuss understanding of reading  Provide reasoned justifications for views  **Writing composition:**  Enhance meaning though selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meaning  Use consistent and correct tense  **Writing outcome:**  To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise  **Greater depth writing outcome:**  To write the traditional tale from a woodland creature’s point of view who is also scared by the witch  **Gateway keys:**  Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  Use a variety of verb forms consistently and correctly  Organise paragraphs around a theme  Use a range of sentences with more than one clause (when, if, because, although)  **Mastery keys:**  Use expanded noun phrases to convey complicated information concisely  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action  Use ofinverted commas and other punctuation to punctuate direct speech  **Feature keys:**  Develop and keep characters consistent through description  Developsettings through description and link this with the characters or plot  Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language  Vary story opening: start with dialogue, action or description  Use paragraphs to vary pace and emphasis  Use dialogue to move action forward | | **Arthur and the Golden Rope**  Myth  **Spoken language:**  Listen and respond  Ask relevant questions  Build vocabulary  Articulate and justify answers  Give well-structured, descriptions, explanations and narratives  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Participate in discussions, presentations, performances, role play, improvisations  and debates  **Reading comprehension:**  Identify and discuss themes and conventions  Make comparisons within and across books  Learn poetry by heart  Check sense, discuss understanding and explore meaning of words in context  Ask questions to improve understanding  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Summarise main ideas, identifying key details  Retrieve, record and present information from non-fiction  Explain and discuss understanding of reading  **Writing Composition:**  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action  Propose changes to vocabulary grammar and punctuation to enhance effects and  clarify meaning  Use consistent and correct tense  Proof-read for spelling and punctuation errors  Perform own compositions using appropriate intonation, volume and movemen  **Writing outcome:**  To write a myth: to create characters (heroes, villains and monsters) and settings  **Greater depth writing outcome:**  To write a myth from a different character’s point of view  **Gateway keys:**  Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  Link ideas across paragraphs using adverbials  Use of inverted commas and other punctuation to punctuate direct speech (Y4)  **Mastery keys:**  Use expanded noun phrases to convey complicated information concisely  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Link ideas across paragraphs using adverbials  Use commas to clarify meaning and avoid ambiguity in writing  **Feature keys:**  Vary story openings: start with dialogue, action or description  Use paragraphs to vary pace and emphasis  Use dialogue to move action forward  Create a plot: a journey, a quest or a series of trials for the hero  Create characters which behave in superhuman ways with unusual powers or strong characteristics  Create a magic object which may symbolise something | | | Text  Description automatically generated  **The Darkest Dark**  Recount  **Spoken language:**  Build vocabulary  Articulate and justify answers  Maintain attention and participate actively in collaborative conversations  Speak audibly and fluently  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations  and debates  Select and use appropriate registers for effective communication  **Reading comprehension:**  Identify and discuss themes and conventions  Check sense, discuss understanding and explore meaning of new words in context  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Summarise main ideas, identifying key details  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choice  Distinguish between fact and opinion  Retrieve, record and present information from non-fiction  **Writing Composition**  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Précis longer passages  Propose changes to vocabulary grammar and punctuation to enhance effects and  clarify meaning  Use consistent and correct tense  Distinguish between the language of speech and writing.  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write a formal biography about Chris Hadfield  **Greater depth writing outcome:**  To write a formal biography about Chris Hadfield including an extra section in informal first person  **Gateway keys:**  Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  Organise paragraphs around a theme  Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun  **Mastery keys:**  Variety of verb forms used correctly and consistently  Use commas to clarify meaning or avoid ambiguity in writing  Link ideas across paragraphs using adverbials and tense choices  Use brackets, dashes or commas to indicate parenthesis  **Feature keys:**  Engage reader through use of description, feelings and opinions  Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary  Use real life facts, including dates and place names  Use thematic language  specific to the subject  Use formal language  appropriately | | **The Paperbag Prince**  Persuasion  **Spoken language:**  Listen and respond  Build vocabulary  Give well-structured descriptions, explanations and narratives  Maintain attention and participate actively in collaborative conversations  Speak audibly and fluently  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations  and debates  Consider and evaluate different viewpoints  Select and use appropriate registers for effective communication  **Reading comprehension:**  Make comparisons within and across books  Check sense, discuss understanding and explore meaning of words in context  Ask questions to improve understanding  Predict from details stated and implied  Identify how language structure and presentation contribute to meaning  Distinguish between fact and opinion  Retrieve, record and present information from non-fiction  Explain and discuss understanding of reading  Provide reasoned justifications for views  **Writing Composition:**  Identifythe audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Use organisational and presentational devices to structure texts  Use consistent and correct tense  Distinguish between the language of speech and writing  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meaning  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write a persuasive leaflet to give information about waste management (selecting an appropriate audience *e.g. for councils to distribute to home and schools*)  **Greater depth writing outcome:**  To write an oral presentation for a TV or online broadcast (vlog) as an expert  **Gateway keys:**  Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  Organise paragraphs around a theme  Use expanded noun phrases to convey complicated information concisely  Use relative clauses to add detail and description  Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)  **Mastery keys:**  Use modal verbs to indicate degrees of possibility  Use devices to build cohesion within a paragraph  Choose the appropriate register  Use brackets, dashes or commas to indicate parenthesis (recap)  Enhance meaning through selecting appropriate grammar and vocabulary  **Feature keys:**  Use precise word choices  Use emotive language  including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)  Use persuasive language: quotes and rhetorical questions  Directly appeal to the reader  Support points using  persuasive examples and  provide evidence  Provide well-developed  factual information for the  reader  Include a summarising  statement | A picture containing text  Description automatically generated  **The Hunter**  Narrative  **Spoken language:**  Listen and respond  Give well-structured descriptions, explanations and narratives  Maintain attention and participate actively in collaborative conversations  Use spoken language to develop understanding through speculating,  hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play, improvisations  and debates  Considerand evaluate different viewpoints  **Reading comprehension:**  Make comparisons within and across books  Check sense, discuss understanding and explore meaning of words in context  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict what might happen from details stated and implied  Evaluate authors’ language choice  Participate in discussions about books  Provide reasoned justifications for view  **Writing Composition:**  Identify the audience and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meaning  Proofread for spelling and punctuation errors  **Writing outcome:**  To write a narrative based on the structure of The Hunter by changing the characters, animal and setting  **Greater depth writing outcome:**  To re-tell the story from the animal’s point of view  **Gateway keys:**  Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  Use a variety of verb forms consistently and correctly (Including progressive and present perfect)  Organiseparagraphs around a theme  Use a range of sentences with more than one clause (when, if, because, although)  Use fronted adverbials  **Mastery keys:**  Userelative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Adverbs to indicate degrees of possibility  Use a wider range of devices to build cohesion across paragraphs  Link ideas using tense choices  **Feature keys:**  Develop and keep characters consistent through description  Develop settings through description and link this with the characters or plot  Use paragraphs to vary pace and emphasis  Re-telling of a series of events leading up to a high impact resolution.  Combine action, dialogue and description  Powerful, evocative language for settings and characters | |
| **Maths**  (First 4 Maths) | Throughout the year, the children will progress through the following blocks:   1. Number and Place Value 2. Addition and Subtraction 3. Multiplication and Division 4. Fractions 5. Decimals and Percentages 6. Geometry 7. Measure: Length, Mass Capacity 8. Measure: Perimeter & Area 9. Measure: Time 10. Statistics   *See our* [*Curriculum Progression for Maths*](https://www.frodshamce.cheshire.sch.uk/serve_file/29372731) *for more detail about the sequence of learning.* | | | | | | | | | | | |
| **Science** | **Why was Neil Armstrong famous?**  In this unit the children will look at the Earth & Moon. It covers:  Earth relative to the Sun  Moon relative to the Earth  Relationship between Sun, Earth and Moon  Earth’s rotation  Day and night | | **Can you feel the force?**  In this unit the children will investigate a variety of forces:  Gravity  Air Resistance  Water Resistance  Friction  Gears, Pulleys, Leavers and Springs | | **Can you be the next CSI investigator?**  The children will conduct scientific investigations into the properties and changes to materials covering:  Classification  Dissolving  Seaprating mixtures  Evaporating  Filtering  Reversible & irreversible changes | | | | **Do all plants and animals start life as an egg?**  In this unit the children study living things. It covers:  Life cycles of plants and animals  Birth, growth, development and reproduction | **SRE**  We will follow the Christopher Winter scheme of work and cover:  explain the main physical and emotional changes that happen during puberty  ask questions about puberty with confidence  understand how puberty affects the reproductive organs  describe what happens during menstruation and sperm production  explain how to keep clean during puberty  explain how emotions/relationships change during puberty  know how to get help and support during puberty | | |
| **PSHE**  (PSHE Association and Kapow)  We will also complete 2 No Outsiders books per half term | **Relationships**  Families and friendships  Managing friendships and peer influence  Safe relationships  Physical contact and feeling safe  Respecting ourselves and others  Responding respectfully to a wide range of people; recognising prejudice and discrimination  **No Outsiders**  Kenny lives with Erica and Martina- Olly Pike  Rose Blanche- Roberto Innocenti and Ian McEwan | | | | **Living in the Wider World**  Belonging to a community  Protecting the environment; compassion towards others  Media literacy and digital resilience  How information online is targeted; different media types, their role and impact  Money and work  Identifying job interests and aspirations; what influences career choices; workplace stereotypes  **No Outsiders**  Mixed- Arree Chung  How to heal a broken wing- Bob Graham | | | | | **Health and Well-being**  Physical health and mental wellbeing  Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies  Growing and changing  Personal identity; recognising individuality and different qualities; mental wellbeing  Keeping safe  Keeping safe in different situations, including responding in emergencies, first aid  **No Outsiders**  The Girls- Lauren Ace and Jennie Lovlie  And Tango makes three- Justin Richardson and Peter Parmell | | |
| **Art and Design**  (Kapow) | **Drawing – I need space**  Pupils know:  What print effects different materials make.  How to:  Analyse an image that considers impact, audience and purpose.  Draw the same image in different ways with different materials and techniques.  Make a collagraph plate.  Make a collagraph print.  Develop drawn ideas for a print.  Combine techniques to create a final composition.  Decide what materials and  tools to use based on experience and knowledge. | | **Painting and mixed media – Portraits**  Pupils know how to:  Develop a drawing into a painting.  Create a drawing using text as lines and tone.  Experiment with materials and create different backgrounds to draw onto.  Use a photograph as a starting point for a mixed-media artwork.  Take an interesting portrait photograph, exploring different angles.  Adapt an image to create a new one.  Combine materials to create an effect.  Choose colours to represent an idea or atmosphere.  Develop a final composition from sketchbook ideas. | | **Sculpture and 3D – Interactive installation**  Pupils know how to:  Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.  Try out ideas on a small scale to assess their effect.  Use everyday objects to form a sculpture.  Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.  Try out ideas for making a sculpture interactive.  Plan an installation proposal, making choices about light, sound and display. | | | | | **Craft and Design - Architecture**  Pupils know:  The steps to make a monoprint.  When a roller is sufficiently inked.  How to:  Make an observational drawing of a house.  Use shapes and measuring as  methods to draw accurate proportions.  Select a small section of a drawing to use as a print design.  Develop drawings further to use as a design for print.  Design a building that fits a specific brief.  Draw an idea in the style of an  architect that is annotated to explain key features.  Draw from different views, such as a front or side elevation.  Use sketchbooks to research and  present information about an artist.  Interpret an idea in into a design for a structure. | | |
| **Computing**  (‘Switched On’) | **We are game developers**  Developing an interactive game  Create original artwork and sound for a game.  Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.  Detect and correct errors in their computer game.  Use iterative development techniques (making and testing a series of small changes) to improve their game.  **Outcome:** An original computer game | | **We are cryptoraphers**  Cracking codes  Be familiar with semaphore and Morse code. Understand the need for private information to be encrypted.  Encrypt and decrypt messages in simple ciphers appreciate the need to use complex passwords and to keep them secure.  Have some understanding of how encryption works on the web.  **Outcome:** Morse and semaphore messages, encrypted and decrypted messages in various ciphers | | **We are artists**  Fusing geometry and art  Develop an appreciation of the links between geometry and art.  Become familiar with the tools and techniques of a vector graphics package.  Develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers.  Develop some awareness of computer-generated art, in particular fractal-based landscapes.  **Outcome:** Pieces of geometric art and a Scratch computer program for drawing shapes | | | | **We are web developers**  Creating a web page about cyber safety  Develop their research skills to decide what information is appropriate.  Understand some elements of how search engines select and rank results.  Question the plausibility and quality of information.  Develop and refine their ideas and text collaboratively.  Develop their understanding of online safety and responsible use of technology.  **Outcome:**  Website offering advice on all aspects of safe and responsible use | **We are bloggers**  Sharing experiences and opinions  Become familiar with blogs as a medium and a genre of writing.  Create a sequence of blog posts on a theme.  Incorporate additional media.  Comment on the posts of others.  Develop a critical, reflective view of a range of media, including text.  **Outcome:** A media-rich online blog | | **We are architects**  Creating a virtual space  Understand the work of architects, designers and engineers working in 3D.  Develop familiarity with a simple CAD (computer- aided design) tool.  Develop spatial awareness by exploring and experimenting with a 3D virtual environment.  Develop greater aesthetic awareness.  **Outcome:** A virtual gallery displaying the pupils’ work |
| **Design Technology**  (Projects on a Page) | **Mechanical Systems**  Focus – Gears and Pulleys  Product - Design, make and evaluate a model with moving parts for a child’s toy.  **Technical knowledge and understanding**  Understand that mechanical and electrical systems have an input, process and an output.  Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.  Know and use technical vocabulary relevant to the project.  **Designing**  Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.  Develop a simple design specification to guide their thinking.  Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.  **Making**  Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.  Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.  **Evaluating**  Compare the final product to the original design specification.  Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.  Consider the views of others to improve their work.  Investigate famous manufacturing and engineering companies relevant to the project. | | | | **Cooking and Nutrition**  Focus – Healthy and varied diet  Product – Design, make and evaluate a pizza.  **Technical knowledge and understanding**  Know how to use utensils and equipment including heat sources to prepare and cook food.  Understand about seasonality in relation to food products and the source of different food products.  Know and use relevant technical and sensory vocabulary.  **Designing**  Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.  Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.  Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.  **Making**  Write a step-by-step recipe, including a list of ingredients, equipment and utensils  Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.  Make, decorate and present the food product appropriately for the intended user and purpose.  **Evaluating**  Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.  Understand how key chefs have influenced eating habits to promote varied and healthy diets. | | | | | **Textiles**  Focus - Combining different fabric shapes  Product - Design, make and evaluate a fabric planet for children to educate about its physical appearance.  **Technical knowledge and understanding**  A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.  Fabrics can be strengthened, stiffened and reinforced where appropriate.  **Designing**  Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.  Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.  Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.  **Making**  Produce detailed lists of equipment and fabrics relevant to their tasks.  Formulate step-by-step plans and, if appropriate, allocate tasks within a team.  Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.  **Evaluating**  Investigate and analyse textile products linked to their final product.  Compare the final product to the original design specification.  Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.  Consider the views of others to improve their work. | | |
| **French**  (Primary Languages Network) | Saying more about how I am feeling  Talking about a friend (3rd person)  School subjects  Opinions about school subjects  Review days  Review numbers to 31 | Places in the city  What you can do in the city  Buying tickets  Christmas shopping | | | | Review of fruit/veg  Shopping at the market  Numbers to 60 (100), prices, quantity, weights  Reading a recipe | Carnival  Clothes  Describing clothes – using adjectives (colour, size) | | | Review giving/asking for personal details  Filling in an ID card  Planets and space | What you can do at the seaside  Things to take to the beach  Simple persuasive sentences | |
| **Geography**  (FCE Long Term Plan) | **What makes the Americas so amazing?**  A geography based unit focusing on the continents of North and South America, and the countries that form them.  How do different regions of the Americas compare to each other in terms of landscape, climatye and location?  What are the similarities and differences between the geographical features of our local area and a region of the Americas?  What are coordinates and why are they useful?  What are the ancient and new wonders of the world? Which are in the Americas?  What are the natural wonders of the Americas? | | | |  | | | | |  | | |
| **History**  (FCE Long Term Plan) |  | | | | **Were the Vikings really all that vicious?**  A history based unit focusing on the raids and invasions by Vikings in Anglo-Saxon Britain.  Who were the Vikings?  When and where did the Vikings raid and settle?  What were their houses like? What clothes did they wear and what food did they eat?  What significant events happened during the time of the Vikings?  Who ruled during the ‘Viking Age’ and what influence and significance did they have on British history?  What was the justice system like and how do crimes, punishments and laws compare with modern day equivalents? | | | | | **Who were the Mayans and what can we learn from them?**  A history based unit focusing on the Mayan civilization from around 900AD.  Who were the ancient Maya people?  When and where did they live?  What/who did the Maya people believe in?  What do we know of the rituals carried out by the Mayan civilization?  How did the Maya writing and number system work?  Which explorers were significant in discovering the Maya Civilisation?  What did the Maya people eat?  What caused the Mayan Civilization to disappear? | | |
| **Music** | **First Access Music provision**  Learning to play stringed instruments | | | | | | | | | | | |
| **PE**  (Complete PE) | **Health related exercise**  The focus of the learning is to understand the functions of how the cardiovascular system, aerobic fitness, flexability and strength affects our bodies.  Pupils will perform a cardio, flexability, strength circuit developing their own fitness.  **Hockey**  The focus of the learning is to refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.  The focus of the learning is to develop pupils' knowledge and understanding of defending, (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities.  Pupils will build upon their prior learning of defending to create and apply basic defending tactics.  The focus of the learning is to refine shooting, applying this into game situations.  Pupils will refine their shooting technique when pressure is applied.  Pupils will develop their understanding of where, when and why we shoot.  Pupils will begin to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. | | | **Netball**  The focus of the learning is on using passing and moving skills, refining these skills and applying them into game situations.  The focus of the learning is for pupils to apply their understanding of the rules of the game by officiating and playing in mini games.  Pupils should be able to use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity.  The focus of the learning is to ensure pupils understand that their role changes and they become a defender as soon as they lose possession of the ball.  Pupils should be able to use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot when in possession and react instantly when they lose possession, transition into defence.  Introduce stinger netball and explore passing styles.  **Dance - Street art**  The focus of the learning is to create movements linked to Street Artists' 'Tags'.  Pupils will work individually and with a partner, exploring speed and dynamic vocabulary to create a dance motif that represents the process of creating street art.  The focus of the learning is to create movement sequences using emotion, music and street art as a stimulus.  Pupils will use apparatus and dynamic vocabulary to aid their creativity.  Pupils will evaluate their work with a partner and improve their street art movement ideas.  The focus of the learning is to extend and develop our movement sequences that represent Street Art, ensuring that sequences flow.  Pupils will effectively utilise different levels, speed and flow as well as incorporating apparatus to improve their street art movement sequences to enhance their choreography skills.  Pupils will explore ‘relationship’ concepts such as cannon, unison and Counter Balance/Counter Tension balances to develop and enhance their Street Art performances.  The focus of the learning is to explore Breakdance from the 1970s and 1980s when it merged with Street Art and represented youth culture.  Pupils will create a Breakdance ‘Toprock’ motif using improvisation, characterisation and choreographic principles. | **Sports hall athletics**  The focus of the learning is to develop skills for indoor athletics. Pupils will learn track events for speed, distance, obstacle and relay, jumping events for distance and height and throwing events for distance.  The focus of the learning will be track events, spriny lap, sprint relay, obstacle relay and over and under relay.  Pupils will learn the skills for distance jumping, standing long jump, standing triple jump.  Pupils will learn the skills for jumping fpr height and speed in verticle jump and speed bounce.  Puplils will learn the skills for throwing for distance in chest push and javelin.  **Gymnastics – counter balance / counter tension**  The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance and counter tension.  The focus of the learning is to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.  The focus of the learning is to apply, "excellent gymnastics" to pupils' developing sequences.  Start with a counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence. Travel to a new piece of apparatus creating a counter tension balance to end the sequence. | | | | **Problem solving**  The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.  The focus of the learning is to look at what makes an effective team with the focus on communication and collaberation.  Pupils will learn why motivating each other is important when working in a team.  Pupils will learn why motivating each other is important when working in a team in an unfamiliar environment.  **Basketball**  The focus of the learning is to refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.  The focus of the learning is to develop pupils' knowledge and understanding of defending, (marking) and how this is applied during a game to prevent attacking opportunities.  Pupils will build upon their prior learning of marking to create and apply basic defensive tactics.  Pupils will learn terminology relating to defending.  The focus of the learning is to develop shooting, applying this into game situations.  Pupils will develop their shooting technique when pressure is applied.  Pupils will develop their understanding of where, when and why we shoot. | **Cricket**  The focus of the learning is to refine pupils' understanding of batting, applying simple batting tactics into mini games.  Pupils will learn where, when and why they can apply different physical and cognitive skills when batting to score runs.  The focus of the learning is to refine pupils understanding of bowling, applying simple bowling tactics into mini games.  Pupils will learn where, when and why they can apply different physical and thinking skills when bowling to prevent the batters from scoring runs.  The focus of the learning is to refine pupils fielding skills; catching, stopping and throwing.  Pupils will develop fielding skills under pressure, applying their learning into mini games.  The focus of the learning is to refine batting creating and applying batting tactics into game scenarios  Pupils will understand how their role as a batter changes depending on the game situation.  **Communication and Tactics**  The focus of the learning is to look at what makes an effective team with the focus being on creating tactics as a team and team leaderwith the focus on collaboration and communication. .  Pupils will learn why they need to work as a team to create simple tactics.  Pupils will learn how to solve problems by collaborating and communicating within their team. Pupils will understand why we need to communicate clearly with other team members to be successful, enabling them to create simple attacking and defending tactics.. | | **Athletics**  The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed, running for distance, throwing, jumping and culminate this into a mini athletics competition.  Pupils will be responsible for selecting which pupils compete in each event.  **Rounders**  The focus of learning is to consolidate and refine learning from year 5, ensuring that all pupils have a clear and accurate understanding of their roles and their team's roles when batting and fielding.  The focus of learning is to introduce the class to the full version of rounders.  The focus of the learning is to consolidate fielding.  Pupils will use their prior knowledge of fielding tactics and consider when, where and why they will apply these during a game.  The focus of the learning is to recap what happens if the batter misses the ball and to introduce what happens if the batter hits the ball backwards.  The focus of the learning is to consider tactics which batters can apply during the game. |
| **Outdoor Learning** | Winter snow art (weather dependent)  Be involved in deciding the forest boundaries and extended boundaries and remain within them.  Recall and adhere to Forest School safety procedures.  Remind and support others and new pupils with the safety rules and procedures.  Create a tipi shelter with camouflage.  Design and build varying sized shelters using tarpaulins and materials found in Forest Schools.  Work successfully as a group, having considered and evaluated each members’ contribution.  Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose.  Erect a tarpaulin shelter. | | | | children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children’s ability to use tools will develop at different ages.  This is to include but not limited to:  Bow Saw  Whittling knives  Folding saw  Secateurs  Loppers  Shelter hitches and knots.  More complex knots and selecting the correct knot for a job. | | | | | Cooking on a campfire.  Make and tend a fire safely in small groups.  Fire safety and the fire triangle  Roast whole apples  Roast veg skewers  Use eight points of a compass and four figure grid references.  Plan a short loop course for another pair to follow.  Improve confidence in map reading and transferring information from map to ground.  Create an orienteering course for friends.  Make sculptures. | | |
| **Enrichment** | Art workshop with artist Jon Clayton  Cooking pizzas and exploring nutrition and a healthy balanced diet Visit St Laurence church  First Access music lessons and performance Theatre trip (whole school) | | | | Class assembly  Weaver Hall Museum visit on Vikings  First Access music lessons and performance | | | | | Whole school exhibition  First Access music lessons and performance Visit from a Sikh to learn about the religion | | |