Shenfield St Mary's CE Primary School: YEAR 5

	Autumn Term	Spring Term	Summer Term
SCIENCE	Finding Flatford Super Scientists Must: • Describe five ways in which scientists work • Name 5 famous scientists and say what they are famous for • Name 5 different forensic tests • Explain how forensic tests help provide evidence to solve a crime • Seek out and write a high quality news story Should: • Use search engines to find out information • Can publish a scientific blog Could: • Explain why DNA analysis is such a good way of solving crimes • Help plan and organise a science fair Forensic Scientist –visitor-workshop (inventions/discoveries, Da Vinci, Wallace and Grommit) Forces: Must: • Explain what makes objects fall to the earth • Plan a fair test to find out how well different objects fall • Decide on a new question to test as a result of their observations • Plan a fair test to investigate different types of friction and water resistance • Make some detailed observations and present them clearly Should: • Come up with a sensible conclusion • Explain how leavers, springs, pulleys and gears transmit force and motion • Make some simple machines • Design and make a Rube Goldberg machine containing four different simple machines	Stig of the Dump link with Stone Age materials available and limitations as a result. Materials, reversible and irreversible changes: Must: • Compare the properties of a range of materials • Explore reversal and irreversible changes from above • Draw on the results of their tests to explain why some materials are used • Identify some factors that affect dissolving Should: • Describe different ways to separate mixtures • Use their ideas to explain dissolving • Explore reversible and irreversible changes • Explain the differences between changes in materials • Decide the best way to present their findings and evidence • Plan comparative and fair tests and collect accurate results Could: • Research the discovery of new materials and order them in a timeline • Explain the differences between boiling and evaporation • Identify scientific processes and changes in some everyday situations CHILD LEAD INVESTIGATION - regarding materials	I love London Electricity Must: • Recognise some symbols from some electrical components • Construct some working circuits with specified components Should: • Suggest ways of changing the brightness of a bulb in a circuit • Draw circuit diagrams and construct circuits from diagrams using conventional symbols • Set up a circuit which can be used to investigate an idea • Use knowledge about electrical conductors and insulators to answer questions about circuits • Represent information about circuits clearly and scientifically with symbols Could: • Interpret more complex circuit diagrams • Describe the differences between wires usually used for circuits and fuse wires • Design games and activities independently • Explain clearly and scientifically what has been learned Earth and Space: Must: • Explain what the solar system is • Name the 8 planets in the solar system in order of their distance away from the sun Should: • Use mathematics accurately to make a model of our solar system • Describe the defence between the geocentric and heliocentric of the solar system • Explain how people's ideas of the solar system have changed over time

	Could: • Identify sources of error in investigations • Identify investigations to undertake on various forms of friction • Design and make a Rube Goldberg Machine containing at least 6 simple machines, including geared sections CHILD LEAD INVESTIGATION – Generating their own questions to plan and carry out an investigation exploring friction.		• Use secondary sources to research scientific ideas Could: • Explain how the moon orbits the Earth to cause a month • Explain how the Earth's movement causes night and day • Use simple models to explain how a month, a day and a night are caused • CHILD LEAD INVESTIGATION
ART	**Finding Flatford** Area – Painting and drawing (including perspective) Media – paint (poster paint, water colour paint and mixed media) Artist focus –John Constable 	**Stig of the Dump** Area – Painting (different effects eg stippling) Media – paint and mixed media Artist focus – cave paintings 	**I love London** Area – Textiles sewing Media – paint , fabric, thread, sewing other items Artist focus –Rachel Howard 
	Flatford Landscape painting - unit children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways. Artist focus: John Constable ***Must***: use different methods to record observations of the environment and create a painting; comment on differences in others' work; suggest ways of improving their own work ***Should***: explore ideas about the environment; collect visual and other information by observing and recording features of the environment; use a variety of recording methods and techniques, combining and organising shape, form and space; apply colour, pattern and texture in a painting; compare and comment on ideas, methods and approaches used in their own and others'	**Stig of the Dump** Investigate Stone Age cave drawing and consider how the artists show movement and shape, investigate charcoal technique and pastel technique, investigate different background effects with different pain techniques, sketching skills of animals, end piece to create own cave painting making own decisions following investigation work Artist focus: Cave paintings around the world ***Must:*** investigate different methods and techniques to communicate their ideas; comment on differences in their own and others' work; suggest ways of improving their own work ***Should:*** explore ideas about movement; collect visual and other information on how to communicate movement in visual form; investigate a range of materials and processes and combine and organise line, tone, shape and colour to represent figures and forms in movement; compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context of the	**I love London** Create a fabric London landscape – investigate different London paintings/scapes, look at paint techniques, investigate sewing techniques (applique, stiches, adding items), investigate painting on fabric for different effects, design, make and evaluate own textile London waterscape (looking across the Thames). Artist focus: Rachel Howard ***Must:*** investigate and use textile materials and processes to communicate ideas; comment on differences in their own and others' work; suggest ways of improving their own work ***Should:*** explore ideas and collect materials and information to support their work; investigate colour, shape and texture in textile materials and processes and use these to communicate ideas; comment on similarities and differences in how events in a story are communicated in their own and others' work; adapt and improve their own work

	work, relating these to the purpose of the work; adapt and improve their work to realise their intentions ***Could***: select visual and other information and use this to develop their ideas; manipulate materials and processes and match visual and tactile qualities to their ideas; analyse and comment on their own and others' work, relating choice of methods and approaches to the purpose of the work; adapt and refine their work to reflect their view of its meaning and purpose	work; adapt and improve their work to realise their intentions ***Could:*** select relevant visual and other information; manipulate materials and techniques, using visual and tactile qualities to communicate ideas about movement; analyse and comment on ideas, methods and approaches; refine their work to reflect their view of its purpose and meaning	***Could:*** collect visual and other information to help them develop ideas; investigate, combine and organise visual and tactile qualities and apply their knowledge of materials and processes to communicate their ideas; compare and comment on ideas, methods and approaches in their own and others' work in the context of the events of the story; adapt and improve their work to realise their intentions
DT	**Finding Flatford** understand and use mechanical systems in their products, such as gears, pulleys, levers and linkages – Use this to make their own water wheels. Must: Use their knowledge and understanding of mechanical systems to design and make a water wheel with gears, pulleys, levers and linkages with at least one moving part. Should: Generate ideas through research and develop and communicate a simple design specification using gears, pulleys, levers and linkages to make a water wheel. Select and use a range of tools and equipment to make products that that are accurately assembled and well finished within the constraints of time and resources. Could: Generate original ideas through research and develop and communicate a simple design specification using gears, pulleys, levers and linkages to make a water wheel. Select and use a range of tools and equipment to make products that that are accurately assembled and well finished within the constraints of time and resources. Compare the finished design to the plan and test the quality of the design.	**Stig of the Dump** structures, create a weatherproof structure using natural materials-e.g. Stone circle/prehistoric home. Focus on testing the product and evaluating it using a wind and water test. Discuss testing of products, specifically look at different tests a car has to go through in order to be deemed roadworthy. ***must:*** understand and recognise properties of different materials knowing which would be good to make a shelter and why. Design and make a standing shelter that they consider is weatherproof including weaving. ***should:*** Investigate and analyse a range of different products considering how weather proof they are. Know that a 3-D structure can be made from a combination of different materials and layers that fabrics can be strengthened, stiffened and reinforced. Children to weave a tight weave to make weatherproof. Shelters to be tested with wind and water. *Could:* Use their knowledge of properties of materials to make appropriate choices when designing their structure to include weaving. Using knowledge of strengthening materials, children make a sturdy structure to withstand both wind and rain.	I love London Children look at different fabric prints of London and compare. Also look at arrange of fabrics discussing/ comparing textures. Children plan a fabric with structures of London. Landmarks: London Eye, Tower of London, Monument etc and choose a range of fabrics carefully explaining choices. Sewing- linked to art topic Must: Research key landmarks in London and explore different fabrics with different textures to create a piece on London. Using at least a basic sewing running stitch, children to create a piece with a range of different textures. Should: Generate and communicate innovative ideas for a textile piece on London through research. Produce lists of equipment and fabrics and formulate step-by-step plans for making. Investigate and analyse textile products linked to their final product and compare the final product to the original design specification. Use a combination of pattern pieces, fabric shapes and different fabrics to sew using different stitches. Could: Generate and communicate innovative ideas for a textile piece on London through research with a range of different textures. Produce detailed lists of

			equipment and fabrics and formulate step-by-step plans for making. Investigate and analyse textile products linked to their final product and compare the final product to the original design specification and existing fabric work on London. Use a combination of pattern pieces, fabric shapes and different fabrics to sew using a wide variety different stitches. **Moving cars:** Children build on from the unit in Year three to create a car that moves using electronics both forwards and backwards. Children to make a vehicle related to London- with a taxi or a bus, or create a new London vehicle. Links with Ford, with engineers coming in to assist. Children will work in partners to create a car using electric motors. The car will be built on a wooden frame. ***must:*** children must make a car that can move forwards and backwards. The car must be designed to show a link to London. Children must be able to use a jig to measure, mark and cut accurately using a saw and punch. Children must be able to talk about how they could improve their car. ***should:*** children must make a car that can move forward and backwards with an electric motor. The car should be designed to with London in mind and they should be able to explain the features of the car. Children must be able to use a jig to accurately measure. They must recognise the importance of lining things up and how this effects the car travelling in a straight line. They should problem solve with their partner when they come across problems. Children must be able to talk about why the car did or didn't move well and suggest a way for improvement. Most issues will be related to

			measuring and balance and children should recognise this. ***could:*** children must make a car that can move forward and backwards using a motor , they should be able to make adjustments or suggest adjustments to make the car go faster, using technical vocabulary. They should also demonstrate an understanding of friction when discussing materials. The car should be designed to with London transport in mind and they should be able to explain the features of the car. They should also recognise safety features and include these such as seatbelts. Children must be able to use a jig and ruler to accurately measure and recognise importance of checking as they go along. Children must be able to talk eloquently with technical language about why the car did or didn't move well and suggest a way for improvement. **Burgers:** Children to design, make and evaluate a burger. Much focus to go on food types, a healthy balanced meal and safety of cooking/ dealing with raw meat. Children to design their burgers ensuring they have food from all food groups so their meal is balanced. Burgers to be evaluated at the end of the unit. Must: Understand that food is grown, reared and caught in the UK, Europe and the wider world. Understand how to prepare and cook a burger hygienically and the importance of hygiene when dealing with raw meat. Further develop skills including mixing, kneading and baking. Plan, make and evaluate a burger. Should: Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping,

			slicing, grating, mixing, kneading and baking and use these skills to design and make a burger, then evaluate it. Could: Using their knowledge and skills know how to prepare and cook a burger hygienically and discuss the safety implications of dealing with raw meat. Become increasingly skilled at peeling, chopping, slicing, grating, mixing, kneading and baking when designing, making and evaluating their burger.
HISTORY	**Flatford (Geography focus)** *The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.* Who is John Constable? When did John Constable live? Why is this individual remembered? What were the most important events in his/her life? What were some of the features of the society when he/she lived? What sources of information have been helpful for learning about this individual? How should we remember this individual and why?	**Stig of the Dump** Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example, there is very little change in houses, house-building or settlement size, until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based. <u>What was 'new' about the New Stone Age?</u> Can the children: • talk about how people lived in the 'old' stone age • work out what changed, as well as what stayed the same • explain how a recent discovery by archaeologists has changed the way we think about the Stone Age Assessment task • construct a simple timeline showing some of the changes throughout the Stone Age <u>Which was better, bronze or iron?</u> Can the children: • explain where bronze comes from, and how it is made • identify some of the similarities and differences between an Iron Age village and a village or town they know about today	**I love London** *The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.* Links to Year 1, 2 – Great fire and Paddington topic. Who is Queen Victoria? When did Queen Victoria live? Why is this individual remembered? What were the most important events in his/her life? What were some of the features of the society when he/she lived? What sources of information have been helpful for learning about this individual? How should we remember this individual and why? **Local History: A study over time reflected in London: Transport** Children can be introduced to the idea that transport has changed considerably in London over time and that this

		• explain the impact bronze and iron tools had on life at the time • identify the biggest changes between Stone Age life and Iron Age life • identify any continuities [things that haven't changed, or not changed very much] • make a judgement based on the evidence available to them. <u>If you were Julius Caesar, would you have invaded Britain in 55BC?</u> Can the children: • reach any conclusions about Britain at this time by exploring ***one* of the buried hoards** • make any conclusions about how accurate Julius Caesar's description of Britain is Assessment task • produce a 'holiday brochure' advertising Britain in 55BC by considering • What evidence would you use to describe Britain in 55BC? • How would you make Britain seem attractive? • What parts of life would you stress? What parts would you miss out? <u>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</u> Can the children: • produce a 'living graph' showing the attractions and difficulties of the Stone Age • produce a 'living graph' showing the attractions and difficulties of the Bronze Age • produce a 'living graph' showing the attractions and difficulties of the Iron Age • reach a reasoned conclusion in answer to the enquiry question	has had a significant impact on the way that the community has changed and developed. They can also understand how and why these developments have occurred. <u>How did early transport hold back developments in London?</u> How many different kinds of transport would there have been in the area long ago? Can the children: • use appropriate vocabulary and terminology; • make decisions regarding transport effectiveness; • investigate transport from the past; • sequence transport developments? Has transport always been the same in the past? Can the children: • work out how transport has been used in the past; • investigate past transport in London. What challenges might people in the past have had when using transport? Can the children: • assess the successes and problems of using past transport. <u>Why were improvements made to transport in London?</u> <u>Why do things change?</u> Can the children: • determine change and continuity; • assess reasons for change. <u>Why did changes occur in the order they did?</u> Can the children: • show an understanding of the reason why changes occurred as they did; • explain how people might have felt and acted at the time. <u>How might local people have reacted to CASE STUDY</u>? **CASE STUDY – Choose an appropriate local example of transport development eg. Turnpike road, canal.**

			Railways. Several examples could be shared amongst groups or everyone examines one. Can the children: • identify key features of a historical situation; • make enquiries and understand the significance of what was happening at the time; • explain effects of transport developments on the community; • communicated understanding in different formats <u>How much difference did these improvements in transport make to London?</u> <u>Who would make most use of this transport development?</u> [refer to earlier CASE STUDY] can the children: • use a range of sources appropriately answer a historical question? <u>What evidence exists today and how useful is it?</u> Can the children: • Use evidence outside the classroom to reconstruct a historical situation; • Demonstrate why some evidence survives and others does not? <u>How and why has transport changed in recent times?</u> Can the children: • Show enquiry skills; Explain why changes have occurred?
GEOGRAPHY	**Finding Flatford** **Visit Flatford Mill** Must: learn to read 6-digit grid references and recognise Ordnance Survey symbols on maps; use map reading skills through orienteering at Flatford; consolidate earlier learning and develop their knowledge of rivers through fieldwork on the River Stour; compare the landscape of the Stour Valley with that around the school; ompare the location and services of East Bergholt and Shenfield through mapwork; identify and	**Stig of the Dump** **Visit Celtic Harmony** Must: use maps to identify where Bronze Age and Iron Age settlements were located in Britain; visit Celtic Harmony to appreciate what everyday life was like in the Stone/Bronze Age in particular, the geographical aspects of location of homes and organisation of society.	**I Love London** **Visit London** Must: use maps of different scales to identify landmarks, monuments and buildings within London; investigate how the city scape has changed in the last fifty years using first hand and digital resources. Should: consider the impact of tourism and the needs of tourists on London.

	label counties within Southern England, major cities, the extent of Greater London rivers and major transport routes. Should: capture images of the local landscape.	Should: reflect on earlier learning about the Saxons and compare the two societies.	Could: locate the Greenwich/Prime Meridian and learn about time zones.
MUSIC	<u>FINDING FLATFORD</u> <u>Living On A Prayer</u> Focus on classic rock songs, their features, lyrics and instrumentation. Compose using the Charanga on-screen Music Explorer Composition Tool. <u>Charanga Blown Away Recorders Book 1 (continued) and possible introduction to Book 2</u> Learn the notes F, D and C and their written notation. Introducing the note Low C, C sharp and F sharp. Written notation of sharps and flats. Development of written notation using crotchets, quavers, minims and semibreves and rests. Time signatures.	<u>STIG OF THE DUMP</u> <u>Djembe (Charanga lessons) x3</u> Play with alternate left and right hands. Play different high and low tones accurately. Respond to call and response accurately. Improvise rhythmic patterns. <u>Make You Feel My Love</u> Listen to and appraise pop ballads. Children will learn songs and sing in large and small groups in preparation for the Easter service	<u>I LOVE LONDON</u> <u>Dancing In The Street</u> Listen to and appraise Motown 1960s music. Improvise and compose music. Compose using the Charanga on-screen Music Explorer Composition Tool. Children will learn the songs for the Summer Production. <u>Ukelele – Charanga unit</u> Play open strings Learn the chords C, F, G7 and G Hold and play the Ukulele in the correct way, sing a simple song and strum open string patterns rhythmically and in time. Change between the chords C and F in time with the song. Improvise different chord rhythms. Play a clean chord of G7. Change between the chords C and G7 in time with the song. Sing and play at the same time. Play the chords C, F and G7 confidently and clearly. Play and sing a two chord song.
	Sing songs in a wide variety of styles, showing accuracy and expression. Sing as part of three-part round: sing a second part with increasing confidence. Play and improvise as part of a group and as solo performer. Write lyrics to match a melody. Recognise and talk about specific styles/traditions with growing awareness of musical similarities/ differences.	Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song) Perform a song showing an awareness of phrasing and the shape of the melody. Talk about music they hear using musical terms. Play the djembe with the correct posture using left and right hands. Understand the terms rhythm, tempo, high, low, pitch, dynamics, duration.	Sing independently in wide variety of styles with increasing confidence and accuracy. Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly. Perform a piece of music using notation [graphic or conventional]. Hold the ukulele correctly. Strum open string patterns on the ukulele rhythmically and on the beat.

		Respond accurately to call and response. Improvise rhythmic patterns on the djembe. Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence. Sustain a melodic ostinato or drone to accompany singing/other instruments. Compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinati, drones, combining musical phrases and effects. Recognise relationships between lyrics and melody. Recognise chords / clusters.	Play the chords C, F, G and G7. Perform expressively showing an understanding of the music and its context. Compose a group / class arrangement of a song using voices and instruments. Refine and record compositions either graphically or using ICT. Change between two chords in a song. Improvise a variety of strumming patterns. Talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur Begin to experiment with different strumming patterns and possibly plucking. May begin playing three chord songs.
RE	Flatford <u>Christianity</u> Creation/Fall – importance of Creation, what type of text Christians say Genesis is and its purpose, what might it mean, how Christians may interpret it in different ways, link between Genesis 1 and God as Creator, develop understanding of why Christians find science and faith go together, identify key areas from study of Genesis 1 and comment on how fare these are helpful or inspiring, justifying their responses, weigh up how far Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. God – identify different types of biblical texts, using technical terms accurately, explain connection between biblical texts and Christian ideas of God using theological terms (David, Isaiah, John). Making clear connections between Bible texts and what Christians believe about God; for example, how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. Who how Christians put their belief about Jesus' incarnation into practice in different ways in celebrating Christmas. Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the	**Stig of the Dump** **<u>Christianity</u>** Gospel – Identify features of Gospel texts, compare ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Relate biblical ideas, teachings of beliefs to the issues, problems and opportunities of their own lives and the lives of their own community in the world today, offering insights of their own. Salvation - Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their faith belief into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	**<u>Christianity</u>** Pentecost – Look at how there can be two winds-one which can be destructive and the other gentle and how this affects the way they behave and linked to the coming of the Holy Spirit. Look at how there can be two winds-one which can be destructive and the other gentle and how this affects the way they behave and are linked to the coming of the Holy Spirit. ?????? Kingdom of God - Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connection between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether about the world could or should learn from Christian ideas.

	Messiah (a Saviour from God) is important in the world today and what different that might make in Christian's lives.	**Buddhism** *At start of first lesson recap what they have learnt previously in earlier year group)* To understand how Buddhists live their lives using the Noble Eightfold path. To understand what enlightment means to a Buddhist. How this is celebrated through the festival of Wesek. Reverence shown to Bodhi tree and how this links to Buddha's enlightenment. The lotus symbol To be able to understand why Vaisakha is an important festival for Buddhists. Buddhists try to follow the example of Buddah and live by his teachings and follow the Middle Way and try to reduce suffering. The Theravada and how monks are looked after by their community. The role of the monks in their community.	**Hinduism** *At start of first lesson recap what they have learnt previously in earlier year group)* To explore the concept of Brahman and the Trimurti: Brahma (creator), Vishnu (Preserver) and Shiva (destroyer) Explore how Hindus worship at home-shrines and puja. Find out how worship at home translates to worship in the community at the Mandir Temple-inc. prayers and mantras. Visit local Mandir Temple and talk to local Hindus about their faith. Look at Hindu story of Ganesha and its significance to Hindus. To learn about important stages in a Hindu's life: Birth, Naming Ceremonies, Weddings, Reincarnation.
COMPUTING	**Finding Flatford** E-Safety Children will be creating their own websites, using wicks. They created their own area for their website about Flatford and they have to upload pictures, include text (different fonts) and different backgrounds. Final product: Create their own website using wicks Can the children: • Understand how Google selects web page in search engines • Show an awareness of other search engines • Create content for a specific purpose • Evaluate web sources for quality and bias • Understand how search engines rank results	**Stig of the Dump** E-Safety Children will be creating their own game using scratch based on the topic of the stone age. They will play a range of different games to then create their own. Final product: Create their own game using scratch, inputting music into their game. Can the children: • Create an algorithm for a game • Create images and sounds for use in their game • Use sequences of instructions • Detect errors in their game • Create music for their game	E-Safety ***We are architects*** Children will be creating their own virtual room in a house. They will be using 3D technology (paint 3D and TinkerCad) to create items within their room. Final product: Create their own room within a house and present it for a advert about their house. Can the children: • Use the web to explore different styles of rooms • Create a mood board which demonstrates their ideas for the room • Create simple objects using Tinkercad or TinkerCad

	• Input different medias within their content page e.g. pictures/ backgrounds/videos • Draw on multiples sources to present a summary • Make constructive and substantive changes to others' contents Web developer- using wicks	• Use selection and repetition in their game • Correct errors in their game • Improve their game on the basis of the feedback they receive • Break their game into its component parts and develop them separately • Create multiple images for characters and use them for animations • Use variables in their game • Explain how theirs game works.	• Create a simple room space in the appropriate software • Create an animated walkthrough of their room • Identify common characteristics of a particular room • Research and design features that would be of benefit to have in the room- using a mood board • Create complex, compound objects using Tinkercad and Tinkercad • Apply appropriate finishes to surfaces of items • Create a narrated walkthrough of their room in movie maker • Critically assess which features would be beneficial in their room and demonstrate in their mood board • Create a complex collection of interlinked rooms in Tinkercad • Create furniture for their room • Edit their walkthrough of the room in movie maker
PE	Finding Flatford INDOOR Boot Camp: understand how to prepare the body for exercise; understand what fitness means; complete a range of circuit-based activities and understand the reason for doing them; understand what happens to the heart rate during exercise; complete a circuit that includes activities practised; complete a circuit that includes activities practised with balance and co-ordination. Must: understand how to prepare the body for exercise; understand what fitness means; complete a range of circuit-based activities and understand the reasons for doing them.	Stig of the Dump INDOOR Step to the Beat: understand the importance of a warm-up; develop co-ordination and balance; develop timing; improve general fitness levels; understand the benefits of improving muscle tone in the abdominals and legs; learn new strength-based moves; develop understanding of the value of this type of exercise; construct own moves from knowledge gained in the previous lessons; perform a sequence of steps in time with the music; understand the benefits of improving muscle tone and aerobic fitness (strength and stamina). Must: understand the importance of a warm-up; develop co-ordination and balance when stepping to the beat; dance individually to the music.	INDOOR Cool Core (Pilates): identify techniques to improve balance and core strength; improve co-ordination; perform Pilates/Yoga poses with accuracy; learn how to link moves together to make a sequence; learn new poses each week to build a basic understanding of moves; help a partner to achieve good technique by observing and coaching; learn when and how to improve; devise own unique poses and name them; devise a sequence of Yoga/Pilates moves. Must: identify techniques to improve balance and core strength; learn new poses each week to build understanding of moves.

	Should: understand what happens to the heart rate during exercise; monitor their own heart rate during exercises from week to week; practise the same activities each week and monitor how progress develops. Could: complete a circuit that includes activities practised with balance and co-ordination; set realistic goals and targets from week to week. <u>Mighty Movers (Boxercise):</u> perform a boxercise routine demonstrating good technique; understand the principles of dynamic stretching; improve fitness by raising the heart rate and strengthening the legs and arms; create and apply compositional ideas to the sequence; perform actions and moves fluently to music in order to improve personal fitness; learn how boxercise moves can be adapted and used in a different format. Must: revise punching techniques (jab, cross, upper cut, hook), demonstrate a good technique for all moves; understand the principles of dynamic stretching; improve fitness by raising the heart rate and strengthening the legs and arms. Should: perform actions to music; think about repeating moves to build up a simple routine; practise the actions in order to perform them more fluently. Could: improve personal fitness to create and apply compositional ideas to the sequence; learn how boxercise moves can be adapted and used in a different format. <u>OUTDOOR</u> <u>Invaders (Netball):</u> demonstrate basic passing and receiving skills using a netball; develop an understanding and knowledge of the basic footwork rules of netball; use good hand/eye co-ordination to pass and receive a ball successfully; develop skills in the range of passes – chest pass, overhead pass, bounce pass and to	Should: develop timing in order to not only dance individually but as part of a group; improve general fitness levels; learn new strength moves; construct own moves from knowledge gained in previous lessons. Could: understand the benefits of improving muscle tone in the abdominals and legs; perform a sequence of steps in time with the music; improve levels of aerobic fitness (strength and stamina). <u>Gym Sequences:</u> identify and practise body shapes and balances; identify and practise symmetrical and asymmetrical body shapes; use and refine the following skills: flexibility, strength, balance, power and mental focus; develop skills for movement; use counterbalances and incorporate them into a sequence of movements; perform movements in canon and unison; perform and evaluate own and others' sequences. Must: identify and practise body shapes and balances; identify and practise symmetrical and asymmetrical body shapes. Should: use/refine the following skills: flexibility, strength, balance, power and mental focus; develop skills for movement. Could: use counterbalances and incorporate them into a sequence of movements; perform movements in canon and unison; perform and evaluate own and others' sequences. <u>OUTDOOR</u> <u>Gymfit Circuits (Obstacle):</u> understand why fitness is good for health and wellbeing; perform a fitness circuit that aims to improve strength and stamina; understand the relevance of each activity; explore reasons for improvement or lack of improvement; use the correct technique for new stations that include equipment;	Should: perform Pilates/Yoga poses with accuracy; learn how to link moves together to make a sequence; learn when and how to improve. Could: help a partner to achieve good technique by observing and coaching devise own unique poses and name them; devise a sequence of Yoga/Pilates moves. <u>Fitness Frenzy:</u> complete a circuit that includes a range of activities; learn how boxercise moves can be adapted and used in a different format; perform a sequence of steps in time with the music; understand the benefits of improving muscles tone and aerobic fitness (strength and stamina); understand why fitness is good for health and wellbeing; identify techniques to improve balance and core strength, improve co-ordination; perform a sequence of moves at each station within a circuit with increased accuracy. Must: complete a circuit that includes a range of activities; learn how boxercise moves can be adapted and used in a different format. Should: perform a sequence of steps in time with the music; understand the benefits of improving muscle tone and aerobic fitness (strength and stamina); identify techniques to improve balance and core strength. Could: understand why fitness is good for health and wellbeing; improve co-ordination; perform a sequence of moves at each station within a circuit with increased accuracy. <u>OUTDOOR</u> <u>Young Olympians (Athletics):</u> use correct techniques to run at speed; develop the ability to run for distance; throw with accuracy and power; identify and apply techniques of relay running; explore different footwork patterns; understand which

	understand which pass to use depending on the distance the ball needs to travel; understand the importance of 'getting free' in order to receive a pass; understand how to make space by moving away and coming back and by dodging; be able to demonstrate a range of defending skills and understand how to mark an opponent; understand how to intercept a pass; learn how to shoot; understand the different positions in a netball team (five-a-side); recognise which positions are attacking and which are defending. Must: demonstrate basic passing and receiving skills using a netball; develop an understanding and knowledge of the basic footwork rules of netball; use good hand-eye co-ordination to pass and receive the ball successfully. Should: develop skills in a range of passes – chest passes, bounce passes and overhead passes; understand which pass to use depending on the distance the ball needs to travel; understand the importance of 'getting free' from the person marking you; understand how to mark an opponent. Could: understand how to intercept a pass; learn how to shoot; understand the different positions in netball; recognise which positions attack and which defend; apply tactics in order to be successful in a mini-competition. <u>Hockey:</u> to demonstrate how to hold a hockey stick correctly; to use a hockey stick safely; move the ball within a space and pass to other players; pass the ball to other players in order to score against another team; learn to defend a goal and intercept passes from other players; maintain possession of the ball in a game situation; lead others in developing their skills and learn from others about strategies that could be useful in a game. Must: to demonstrate how to hold a hockey stick correctly; to use a hockey stick safely; move the ball	develop consistency in technique; develop personal fitness in an obstacle-style circuit; understand that circuits take different forms and work on different fitness elements; improve performance. Must: understand why fitness is good for health and well-being; perform a fitness circuit that aims to improve strength and stamina; understand the relevance of each activity. Should: assess progress from week to week and explore reasons for improvement or lack of improvement; use the correct technique for those new stations which include equipment; develop consistency in technique. Could: develop personal fitness in an obstacle-style circuit; understand that circuits take different forms and work on different fitness elements; improve performance. <u>Nimble Nets (Tennis):</u> identify and apply techniques for hitting a tennis ball; develop the techniques for ground strokes and volleys; develop a backhand technique and use it in a game; practise techniques for all strokes; use the scoring system and court for singles tennis; play a tennis game using an overhead serve and the correct selection of shots; understand and use doubles scoring in a tennis game. Must: identify and apply techniques for hitting a tennis ball; develop the techniques for ground strokes and volleys; build up to a consistent rally across a net. Should: develop a backhand technique and use it in a game; practise techniques for all strokes; establish a good technique to serve a ball accurately. Could: use the scoring system and court for singles tennis; play a tennis game using an overhead serve and the correct selection of shots; understand and use doubles scoring in a tennis game.	technique is most effective when jumping for distance; learn how to use skills to improve the distance of a pull throw; demonstrate good techniques in a competitive situation. Must: use the correct techniques to run at speed; develop the ability to run over longer distances; throw with accuracy and power. Should: identify and apply techniques of relay running; explore different footwork patterns for running and throwing; understand which technique is most effective when jumping for distance. Could: learn how to use skills to improve the distance of a pull throw; demonstrate good techniques in a competitive situation. <u>Striking and Fielding (Cricket):</u> develop skills in batting and fielding; choose fielding techniques, run between the wickets; run, throw and catch; develop a safe and effective overarm throw; learn batting control; use all the skills learned by playing in a mini tournament. Must: run, throw and catch; develop a safe and effective overarm throw; develop skills in batting and fielding. Should: choose fielding techniques, run between the wickets; learn effective batting control. Could: use all the skills learned by playing in a mini tournament.

	within a space and pass to other players; pass the ball to other players in order to score against another team. Should: learn to defend a goal and intercept passes from other players; maintain possession of the ball in a game situation. Could: lead others in developing their skills and learn from others about strategies that could be useful in a game.		
FRENCH	• To make simple sentences and manipulate them by changing an element – 'Il y a …' • To introduce buildings on the high street: 'un marche, un magasin, un supermarche, une poste, une banque, un café, une mairie, un magazine de vetements, une boulangerie'. • To learn directions: 'a gauche, a droite'. • To revise connectives: 'et' and 'aussi'; to revise adjectives: 'grand' and 'petit'. • To ask where places are: 'Ou est..?' and learn the following terms: 'ici, c'est, au coin'. • To revise days of the week and introduce times of the day: 'le matin', 'l'apres-midi', 'le soir', 'a 10 heures', a 4 heures et demie'. • To learn weather vocabulary: 'Il fait froid, Il fait chaud, Il fait beau, Il fait mauvais, Il y a du soleil, Il y a du vent, Il y a du brouillard, Il pleut, Il neige'. • To compare the Christmas tree tradition in England and France. Must: Recognise the names of at least three shops in French and make a simple sentence using them. Repeat after the teacher the words for morning, afternoon and evening in French with the correct pronunciation. Know how to say the time on the hour in French. Recognise three ways to describe the weather. Appreciate similarities and differences between Christmas in the UK and in France. Should: Recognise the French words for at least five different shops and be able to say whether they are on the right or left. Take part in a simple conversation,	• To revise days of the week. • To revise hobbies and sports vocabulary from Year 4. • To revise months of the year. • To revise numbers from 0 to 30 and learn numbers from 31 to 50 • To learn mathematical vocabulary: 'plus que'. • To revise fruit and food words from Year 3 and extend vocabulary to include: 'le pain, la baguette, 'e riz, les pates, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, la glace, le gateau, les biscuits, les frites, la salade, 'es carottes, les petis pois'. • Revise connectives: 'et, mais, aussi' and express food likes and dislikes using the terms: 'J'aime, Je n'aime pas'. • To learn breakfast vocabulary: 'un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolate chaud, un jus d'orange.' • To be able to respond to the question 'Qu'est-ce que tu veux?' with the response 'Je voudrais'. • To revise telling the time. Must: Recite numbers from 30 to 50 with support from the teacher. Express food likes and dislikes following the teacher's modelling. Should: Recite numbers from 30 to 50 and demonstrate rapid recall by playing a bingo game. Role play in French how to order simple foods and drinks at a café.	• To begin to order text correctly in French using recipe sentence cards; to learn the following dessert vocabulary: 'le beurre, le sucre, des oeufs, le sel'. • To revise days of the week and months of the year. • To know how to say today's date in French following the model: 'aujourd 'hui c'est le lundi 10 octobre'. • To revise weather vocabulary and to learn seasons vocabulary: 'en automne, en hiver, au printemps, 'en ete', extending to 'normalement' and 'en general'. • To develop sentence construction orally using vocabulary about where you live including: 'J'habite a …., dans la nord, dans le sud, dans l'ouest, dans l'est, de l'Angleterre'. • To learn a traditional French song entitled 'Vive le vent' to the tune of Jingle Bells. • To revise and memorise vocabulary and phrases learnt over the year. Must: Following a model, know how to say the date in French. Recognise words for the seasons in French. Listen to a traditional French song and follow the transcript as they listen; join in when confident. State where they live in French. Should: Know how to write and say the date in French. Using a word-bank, write a sentence in French describing the weather in each season. Join in singing a traditional French song once they have

	asking for and giving directions. Know the words for morning, afternoon and evening in French and with support, verbally construct simple sentences to include them. Know how to say the time on the hour and half past the hour in French. Recognise five ways to describe the weather. Could: Recognise the French words for at least eight different shops. Give more detailed directions for where shops are. Know the words for morning, afternoon and evening in French and construct simple sentences to include them both verbally and in writing. Tell the time accurately in French using phrases for on, half past and quarter past the hour. Recognise eight ways to describe the weather.	Could: Know numbers from 30 to 50; understand more complex phrases such as 'plus que' and 'moins que'. Use more complex sentences when ordering food and drink items in a role play situation eg. by expressing likes and dislikes.	scanned the transcript for words they know relating to weather. State where they live in French and ask a partner where they live. Could: Know how to write and say the date in French. Using a word-bank, write two or more sentences in French describing the weather in each season. (Use 'normalement' and 'en general' for extension.) Learn and join in singing a traditional French song, recognising that the consonant 't' is silent at the end of words. State where they live in French and explain whether this is in the north, south, east or west of England.
PSHE	See separate plan		