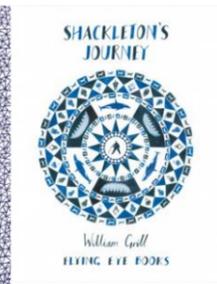
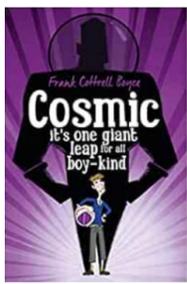
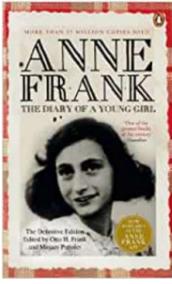
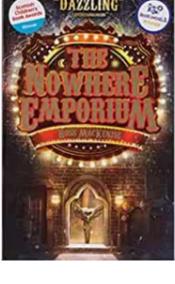




Year 5 Medium Term Plan



| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|--|---|---|
| Wider Curriculum Offer | Local Study – comparing Harrogate to Lebanon (Geography and History) | Habitats (Science Raiders and traders. (History) | Planetarium (Science) | Bikeability (PE) Theatre Production (HLC – English) | WW2 – trip to Eden Camp Enterprise (Maths) | Climate Change (Geography) |
| OJS Passports | Moral - Develop an online quiz linked to e-safety | Spiritual - discover what you will find in a pond | Social - Create an online game Spiritual - Spend time in a planetarium. Cultural – try Lebanese food | Social – develop teamwork through creating a group dance performance Moral - Take part in a debate linked to current affairs | Cultural – trip to Eden Camp | Social - Plan and hold a WW2 Tea Party for the local community |
| Themed days and events | <ul style="list-style-type: none"> Anti-Bullying Week Macmillan Coffee Morning. Charity event, Macmillan. Community links Harvest – Harrogate Homeless. The whole school donates to Harrogate Homeless, supporting our community and understanding privilege. National Poetry Day Black History Month 2023- KS to plan EDI event – opportunity for workshops in to school which celebrates black culture and promote EDI. | Remembrance. Charity event – British Legions Brigadier visits the school, opportunity to challenge stereotypes. Anti-bullying Week Annual awareness is raised around different types of bullying, how to be an ‘upstander’ as well as the school’s STOP acronym. Children in Need. Charity event – to change the lives of children and young people across the UK. Fire Safety. Annual awareness and challenging stereotypes (female firefighter). Christmas Jumper Day. Charity event, Save the Children. | Chinese New Year. EDI event World Braille Day. EDI event NSPCC Number Day. Annual awareness of the different types of child abuse and how children can report abuse. Charity event – prevention of cruelty to children. Mental Health Awareness Week Safer Internet Day. Annual awareness of online safety | Comic Relief / Sports Relief. Charity event – a just world, free from poverty. World Book Day Decorated egg competition. Annual community event. British Science Week. Annual event to raise awareness of science in the everyday world. Parents and carers invited into school to share expertise. | French Week Bi-annual celebration of French culture. Y5 Bikeability. | Summer Fair. Opportunity for Year 6 pupils to run their enterprise stall which the whole school will visit. Walk to School Day. OIS Sports day. Community event where Y5 support pupils at OIS. OJS Sports Afternoon |
| English <i>English is how we explore and express ourselves though reading, writing and speaking</i> Class Story | <p>The Malfeasance</p> <p>It was a dark, dank, dreadful night And while millions were ailed The Malfeasance bestirred itself And raised its ugly head.</p> <p>The leaves dropped quietly in the night, In the sky Orion shone; The Malfeasance bestirred itself Then crawled around till dawn.</p> <p>Taller than a chimney stack, More massive than a church, It slithered to the city With a purpose and lurch.</p> <p>Squelch, squelch, the scaly feet Flapped along the roads; Nothing like it had been seen Since the recent fall of the toads.</p> <p>Bullets bounced off the beast, Aircraft made it grin, Its open mouth made an eerie sound Uglier than sin.</p>       | | | | | |

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|--|---|---|---|--|--------------------------------|--|----------------------------------|----------------------------------|---|---|------------|--|--|-----------------------------|-------------------|
| <p>Reading</p> | <p>Shackleton's Journey – William Gill The Malfesance – Alan Bold The Man Who Walked between the Towers</p> <p>Key comprehension skills– inference and deduction, explaining, vocab</p> | <p>Cosmic – Frank Cottrell-Boyce Oranges in No Man's Land – Elizabeth Laird</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p> | <p>Diary of Anne Frank</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, retrieval</p> | | | | | | | | | | | | |
| <p>Writing Opportunities</p> | <p>Diary Entry of Antarctic Explorer (Writing to inform) <i>Our own TWS unit – Shackleton's Journey</i></p> <p>Poem based on exploring climate change through a metaphor – TWS (Writing to entertain and inform)  <i>TWS Unit – The Malfesance</i></p> <p>Newspaper Report - (Writing to inform, discuss and entertain) <i>Our own TWS unit – The Man Who Walked Between the Towers</i></p> <p>Provoke Curiosity – explore biomes – linked to geography and how climate change affects them  Embed Safe Behaviours – understand how we are responsible individually and collectively for changes to the environment </p> <p>British Values Rule of Law – The Man who Walks Between the Towers  Respect and Tolerance – The Malfesance </p> | <p>Adventure Story (Writing to entertain) <i>TWS unit – Cosmic</i></p> <p>Additional paragraph (Writing to entertain and inform) </p> <p>A letter from Otto/Edith Frank to Neville Chamberlain imploring Britain to take action against Germany (against appeasement) (Writing to persuade, discuss and inform) <i>Our own TWS unit – Diary of Anne Frank</i> </p> <p>Provoke Curiosity – links to Science: Earth and Space Embed Safe Behaviours – debating and considering whether Liam is brave or reckless during character Analysis </p> <p>British Values Respect and Tolerance, Democracy, Individual Liberty – Diary of Anne Frank Rule of Law – Cosmic – Protagonist challenges and breaks rules frequently. Consequences of actions.</p> | <p>Diary Entry (Writing to entertain, discuss and inform) <i>Our own TWS unit – OIMML and Azzi in Between</i> </p> <p>Promote Equality and Diversity – links to refugees in Oranges in No Man's Land</p> <p>Narrative story about finding the door to The Nowhere Emporium (Writing to entertain) <i>TWS Unit – The Nowhere Emporium</i> Description of the machine (Writing to inform and entertain)</p> <p>Letter from father to son (Writing to discuss and persuade) <i>Our own TWS unit – The Alchemist's Letter</i> </p> <p>Promote Equality and Diversity – links to WW2 and refugees Provoke Curiosity – comparison of similarities and differences between historical people and events, and current lifestyles and events </p> <p>Embed Safe Behaviours – understanding the importance of how prejudices can be used to hurt others British Values  Respect and Tolerance – Oranges in No Man's Land</p> | | | | | | | | | | | | |
| <p>Y5 EGPS Objectives to be covered in each unit:</p> | <p>Transcription</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus <p>Y5 Read Write Inc Spelling units -</p> <table border="0" style="width: 100%;"> <tr> <td>• Endings which sound like /ʃəs/ spelt -cious or -tious.</td> <td>Endings which sound like /ʃəl/</td> <td>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</td> <td>Words ending in -able and -ible.</td> </tr> <tr> <td>Words ending in -ably and -ibly.</td> <td>Words with the /i:/ sound spelt ei after c.</td> <td>Words containing the letter-string ough</td> <td>Homophones</td> </tr> <tr> <td></td> <td></td> <td>Words with 'silent' letters</td> <td>Year 5 word list.</td> </tr> </table> | | | • Endings which sound like /ʃəs/ spelt -cious or -tious. | Endings which sound like /ʃəl/ | Words ending in -ant, -ance/-ancy, -ent, -ence/-ency | Words ending in -able and -ible. | Words ending in -ably and -ibly. | Words with the /i:/ sound spelt ei after c. | Words containing the letter-string ough | Homophones | | | Words with 'silent' letters | Year 5 word list. |
| • Endings which sound like /ʃəs/ spelt -cious or -tious. | Endings which sound like /ʃəl/ | Words ending in -ant, -ance/-ancy, -ent, -ence/-ency | Words ending in -able and -ible. | | | | | | | | | | | | |
| Words ending in -ably and -ibly. | Words with the /i:/ sound spelt ei after c. | Words containing the letter-string ough | Homophones | | | | | | | | | | | | |
| | | Words with 'silent' letters | Year 5 word list. | | | | | | | | | | | | |

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| | <p>Diary Entry of Antarctic Explorer (Writing to inform) Shackleton's Journey <i>TWS unit – Scott of the Antarctic</i></p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using commas to clarify meaning or avoid ambiguity in writing punctuating bullet points consistently <p>using expanded noun phrases to convey complicated information concisely</p> | | <p>Adventure Story (Writing to entertain) <i>TWS unit – Cosmic</i></p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using modal verbs or adverbs to indicate degrees of possibility using brackets, dashes or commas to indicate parenthesis using expanded noun phrases to convey complicated information concisely | | <p>A letter from Otto/Edith Frank to Neville Chamberlain imploring Britain to take action Writing to persuade, discuss and inform) Anne Frank <i>TWS unit – Kick by Mitch Johnson</i></p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | |
| | <p>Poem based on exploring climate change through a metaphor – TWS (Writing to entertain and inform) <i>TWS Unit – The Malfesance</i></p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility | | <p>Diary Entry (Writing to entertain, discuss and inform) Oranges in No Man's Land <i>TWS unit – Refugees: An issue for society.</i></p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis using expanded noun phrases to convey complicated information concisely | | <p>Narrative story about finding the door to The Nowhere Emporium (Writing to entertain) <i>TWS Unit – The Nowhere Emporium</i> Description of the machine (Writing to inform and entertain)</p> <ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using brackets, dashes or commas to indicate parenthesis using expanded noun phrases to convey complicated information concisely | |
| | <p>Newspaper Report - (Writing to inform, discuss and entertain) The Man Who Walked Between the Towers <i>TWS unit – Goldilocks</i></p> <ul style="list-style-type: none"> using a colon to introduce a list using hyphens to avoid ambiguity punctuating bullet points consistently recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms | | | | | |
| Creative writing journal | <p>Story inspired by a short film (Literacy Shed +) Buster The Boxer – John Lewis Ad</p> | | Island (Pobble Stimulus) | | <p>Otto Frank revisiting annex – Picture stimulus Story inspired by a short film (Literacy Shed +)</p> | |
| <p>Maths</p> <p><i>Maths is the poetry of logical ideas</i></p> | <p>Number: Place Value Key Learning:</p> <ul style="list-style-type: none"> read, write, order, and compare numbers to at least 1 000 000 and determine the value of each digit | <p>Number: Multiplication and Division Key Learning:</p> <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, | <p>Number: Fractions Key Learning:</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number | <p>Number: Decimals and Percentages Key Learning:</p> <ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, 0.71 = 100 71] recognise and use thousandths and relate them to | <p>Geometry: Properties of Shapes Key Learning:</p> <ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations | <p>Measurement: Conversions Key Learning:</p> <ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometer and meter; centimeter and meter; centimeter |

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| <ul style="list-style-type: none"> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Number: Addition and subtraction</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. | <p>and common factors of two numbers</p> <ul style="list-style-type: none"> know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares, and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, | <ul style="list-style-type: none"> identify, name, and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $5\frac{2}{4} + 5\frac{4}{6} = 5\frac{6}{6} = 1\frac{5}{6}$] add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams equivalents of $\frac{2}{4}$, $\frac{1}{2}$, $\frac{4}{8}$, $\frac{1}{4}$, $\frac{5}{10}$, $\frac{2}{5}$, $\frac{4}{10}$ and those fractions with a denominator of a multiple of 10 or 25. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Wider Offer</p> <p>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month, NSPCC Number Day 2023</p> | <p>tenths, hundredths, and decimal equivalents</p> <ul style="list-style-type: none"> round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order, and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal <p>Measures: Statistics</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Wider Offer</p> <p>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p>Curriculum Threads</p>  | <ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles draw given angles, and measure them in degrees ($^{\circ}$) identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and 2 1 a turn (total 180°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <p>Geometry: Position and direction</p> <ul style="list-style-type: none"> identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Wider Offer</p> | <p>and millimeter; gram and kilogram; liter and milliliter)</p> <ul style="list-style-type: none"> understand and use approximate equivalences between metric units and common imperial units such as inches, pounds, and pints estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <p>Measures: Perimeter and Area</p> <ul style="list-style-type: none"> measure and calculate the perimeter of composite rectilinear shapes in centimeters and meters calculate and compare the area of rectangles (including squares), and including using standard units, square centimeters (cm²) and square meters (m²) and estimate the area of irregular shapes. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Wider Offer</p> |
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| | <p>Wider Offer Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p>Curriculum Threads</p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> | <p>including understanding the meaning of the equal's sign</p> <ul style="list-style-type: none"> • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Wider Offer Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p>Curriculum Threads</p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> | <p>Curriculum Threads</p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> | <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> | <p>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p>Curriculum Threads</p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> | <p>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p>Curriculum Threads</p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> |
| <p>Science</p> <p>Science is using enquiry to explain the</p> | <p><u>Circle of life</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an | <p><u>Feel the force</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between | <p><u>The Earth and beyond</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth | <p><u>All change</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, | | |

physical and natural world

- amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Key Vocabulary

- Life cycle
- Marsupial
- Thorax
- Abdomen
- Antennae
- Metamorphosis
- Evolution

Wider Offer

- Arboretum visit to explore the life cycle of plants.

Curriculum Threads



All lessons are question-led. Pupils consider the different life cycles and reproductive methods of a range of animals and plants and explore ways in which their own bodies will change as they grow older.



Children recognise that there is diversity in attribute and need across all living things and why these differences are supportive of happy and healthy survival.

Pupils explore changes that occur in all our bodies as we grow older and the effect these may have upon us.

- the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Key Vocabulary

- Balanced
- Unbalanced
- Air resistance
- Water resistance
- Upthrust
- Lever
- Fulcrum
- Pivot
- Pulley
- Newton meter

Wider Offer

- Children make and use their own levers and pulleys, thereby exploring the real-life and practical applications of their science learning. Pupils create and test paper aeroplanes of different sizes and designs.

Curriculum Threads



Lessons are investigation-led. Pupils ask questions about how best to move larger or more heavy objects and explore the need for different designs

- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Key Vocabulary

- Greenwich Meridian
- Solar system
- Orbit
- Axis
- Full moon
- New moon
- Crescent
- Waxing
- Waning
- Equinox

Wider Offer

- Visit from the planetarium, allowing children to explore more practically the solar system and beyond.

Curriculum Threads



All lessons begin with a question that prompts child-led investigation of the solar system and the reasons behind our experiencing seasons and differing lengths of daytime and nighttime throughout a year in the U.K.



Pupils explore the effect of the U.K.'s location on our seasons and the lengths of daytime and nighttime at different points during the year.

Children recognise that countries in different global locations have a different experience and explain why this is.

Pupils discuss that Greenwich Mean Time is used as standard time in only a handful of countries.



Discussions around the sun offer opportunities for children to consider and discuss sun safety.

- solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Key Vocabulary

- Soluble
- Insoluble
- Dissolve
- Reversible
- Non-reversible
- Oxidise
- Saturated
- Filter
- Suspension
- Ductile
- Elasticity
- Flammable

Wider Offer

- Handling of a variety of materials and exploration of the differing uses of these.

Curriculum Threads



Lessons begin with a question that supports child-led investigation.

Children apply their knowledge of materials to group and classify these and suggest ways in which their states might be altered or constituent parts separated.

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| |  <p>Children describe the changes they can expect to see in their own bodies over time and consider ways in which to maintain health and promote positive development over the courses of their lifetimes.</p> <p>British Values Children develop Respect and Tolerance as they learn that different species have differing life cycles and that all humans develop in the same way as they grow older.</p> <p>Pupils discuss lifestyle choices they can make to support their own growth and development, recognising that it is their Individual Liberty that allows this.</p> | <p>according to designated use of a vehicle.</p>  <p>Pupils identify safe ways in which to move heavy objects to minimise the risk of injury when so doing.</p> <p>British Values Respect and Tolerance is promoted via conversations around the actions of objects upon one another and pupils' recognition that even inanimate items can be impacted by one another.</p> | <p>British Values Discussions pertaining to Greenwich Mean Time and the use of the Greenwich Meridian to establish standard time in only some countries promote Respect and Tolerance as children recognise that differing regions experience time and seasons in varied ways.</p> |  <p>Pupils identify similarities and differences between inanimate materials and suggest ways in which variability of attributes can be used to group and classify objects as well as living things.</p>  <p>Children develop skills for safe scientific investigation when filtering, sieving and, in particular, evaporating substances.</p> <p>British Values Discussion around Respect and Tolerance when grouping materials based upon shared properties.</p> |
| <p>History and Geography</p> <p><i>History is the study of people and change over time</i></p> <p><i>Geography is the study of people and places</i></p> | <p><u>Anglo Saxons and Vikings</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Understand the power of story-telling, poetry and riddles during the Anglo-Saxon period. The mystery of the empty ship burial. Examine sources such as place names to understand the impact of the Vikings on the local area. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Dark ages Missionary Monarch Monastery Turning point <p>Wider Offer</p> <ul style="list-style-type: none"> Replica handling objects Visitor to teach pupils about everyday Viking life. | <p><u>Comparing People and Places</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Locate Middle East and North America on a world map and explore the landscape. Identify countries within the Middle East and North America. Compare the physical geography of the Middle East and North America. Understand imports and exports from a country in the Middle | <p><u>Wartime Harrogate</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Investigate how WW2 changed our local and national way of life, in the short term. Use sources to investigate what life was like in Harrogate during WW2. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Bias Reliable Museum Oral history | <p><u>Climate Change</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> To identify the significance of time zones in relation to longitude and latitude Describe the 7 types of biome and locate them on a world map. Recognise how the environment and people around the world are affected by climate change. Understand what a carbon footprint is and how this can be reduced. Describe ways our school community can reduce the impacts of climate change. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Tropics Biome Tundra Desert Rainforest |

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| | <p>Curriculum Threads</p>  <p>Pupils will learn that Britain has been invaded many times across her histories creating a mixture of peoples, stories, language, and traditions.</p>  <p>Pupils are curious about who was buried in the empty ship at Sutton Ho. They will use the evidence to suggest the religion and status of the deceased.</p> <p>British Values Rule of Law – The Danelaw Respect and Tolerance – Female leaders in the early Viking era Democracy – Elected leaders. Beginnings of British legal system.</p> | | <p>East and a country in North America.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Import • Export • Supply Chain • Economy • Trade route <p>Wider Offer</p> <ul style="list-style-type: none"> • Virtual fieldtrip <p>Curriculum Threads</p>  <p>Through research, pupils will gain an understanding into the human and physical geography of an area of the Middle East and an area in North America.</p>  <p>Pupils will know and use different map representations; in Year 5 pupils will use the Robinson and Mercator projections as well as various other maps to show the human and physical geography of the area being studied. Pupils will also study the cultural of those who live particular areas.</p> <p>British Values Individual Liberty – Choice of migration</p> | <p>Wider Offer</p> <ul style="list-style-type: none"> • Visit to Eden Camp museum. • Replica handling objects <p>Curriculum Threads</p>  <p>Pupils will learn about how people kept themselves safe during WW2 and consider what we do today for community safety e.g. flue vaccines.</p>  <p>Pupils are curious about their local area, looking out for effects of the war that still exist today, such as railings cut down.</p>  <p>Pupils will consider different roles played by men, women, and children during WW2.</p> <p>British Values Democracy – Dictatorship in Germany Individual Liberty – Oppression of individuals under Nazi regime</p> | <ul style="list-style-type: none"> • Woodland • Savannah • Grassland <p>Wider Offer</p> <ul style="list-style-type: none"> • Virtual fieldtrip <p>Curriculum Threads</p>  <p>Pupils are curious about the environment and are keen to protect it. Pupils will lead in school initiatives to promote being eco-friendly.</p>  <p>Pupils will understand the importance of being a global citizen and take initiative to care for the environment both in school and their wider lives.</p> <p>British Values Respect and Tolerance – Respect for planet</p> |
| Music | <p><u>Music Theory with Keyboards L3</u></p> <p>Key learning</p> | <p><u>Samba Drumming L1</u></p> <p>Key learning</p> | <p><u>Ukuleles L1</u></p> <p>Key learning</p> | <p><u>Song writing with Glockenspiels L3</u></p> <p>Key learning</p> | <p><u>Keyboards L3</u></p> <p>Key learning</p> <p><u>Singing L3</u></p> <p>Key learning</p> |

Music is expressing ourselves using instruments, singing, rhythms and melodies

- Pupils will learn how to read stave notation on the treble stave from middle C – C.
- Pupils will put this into practice through learning musical phrases and songs using keyboards.
- Pupils will learn how to become well-rounded musicians through developing their aural skills and improvisational skills.
- Pupils will understand how to perform as an ensemble and will develop their understanding of the traditional orchestra.

Key Vocabulary
Pentatonic
Improvisation

- Wider Offer
- Keyboard afterschool club
 - Choir
 - Individual Peripatetic lessons

Curriculum Threads

- Pupils can lead the class using the Portuguese words for start (começar) and stop (pare).
- Pupils can copy and repeat more complex rhythms demonstrated by the instructor.

Key Vocabulary
Rhythm
Ostinato
Break
Samba
Conductor
Bateria
Começar
Pare
Groove
Tempo

- Wider Offer
- Samba Drums afterschool club
 - Choir
 - Individual Peripatetic lessons
 - Opportunities to perform in Christmas music assembly

Curriculum Threads

British Values
Discussions around Respect and Tolerance, learning about traditions and beliefs of other cultures.

- Pupils are able to read and play a piece of tablature on one string.
- Pupils can aurally identify the difference between a rhythm and a lead Ukulele part.

Key Vocabulary
Chord progression
Strumming pattern
Slide
Hammer on

- Wider Offer
- Ukulele afterschool club
 - Choir
 - Individual Peripatetic lessons

Curriculum Threads

- Pupils can define theme and target market.
- Pupils can create a word board.

Key Vocabulary
Theme
Hook

- Wider Offer
- Glockenspiel afterschool club
 - Choir
 - Individual Peripatetic lessons
 - Performance opportunities at Harrogate Competitive Festival

Curriculum Threads

- Pupils can switch between playing crotchets, minims and semibreves confidently.
- Pupils know that black keys produce sharp and flat notes.
- Pupils can recognise and count two different rest notations.
- Pupils can compose a two-bar melody/phrase.

Key Vocabulary

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|  | Crotchet (1 Beat) |
|  | Minim (2 Beats) |
|  | Semibreve (4 Beats) |
|  | Piano (Quiet) |
|  | Forte (Loud) |
|  | Flat |
|  | Sharp |
|  | Rest (1 Beat) |
|  | Rest (2 Beats) |
|  | Rest (3 Beats) |
|  | Rest (4 Beats) |

- Wider Offer
- Keyboard afterschool club
 - Choir
 - Individual Peripatetic lessons

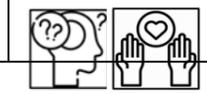
Curriculum Threads

- Pupils can sing examples of both bad and good diction.
- Pupils can explain what characterisation is.
- Pupils are able to conduct in 4/4 and 3/4. 7. Pupils can sing a cappella as a class.
- Pupils understand and recognise different styles of singing.
- Pupils can differentiate between and correctly name the different styles of singing.
- Pupils can perform simple improvisation.
- Pupils can sing an a cappella song in unison.
- Pupils can sing a five-note pentatonic scale.
- Pupils can use projection techniques in their performances.
- Pupils can recite lyrics at a fast tempo in a rap style.

Key Vocabulary
Vocal projection
Riffs and runs
Scat
Characterisation
Accent

- Wider Offer
- Singing afterschool club
 - Choir
 - Individual Peripatetic lessons
 - Performance opportunities in summer assemblies

Curriculum Threads



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| <p>MFL</p> <p><i>MFL is the study of language and cultures</i></p> | <p><u>Ma Famille</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Learn to talk about their family <p>Key Vocabulary</p> <ul style="list-style-type: none"> La famille Voici (ma mère) qui s'appelle... Il/Elle a ...ans J'ai une (sœur) <p>Wider Offer</p> <ul style="list-style-type: none"> Register language – French <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance Individual liberty – recognizing different family structures</p> | <p><u>On fait la fête</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Learn how to ask and say when their birthday is in French Find out about birthday celebrations in French <p>Key Vocabulary</p> <ul style="list-style-type: none"> Quelle est la date aujourd'hui? Quelle est la date de ton anniversaire? J'ai...ans <p>Wider Offer</p> <ul style="list-style-type: none"> Register language <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance</p> | <p><u>Cher Zoo</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Learn names for zoo animals Learn and use some adjectives to describe zoo animals Use past tenses to recount a zoo visit <p>Key Vocabulary</p> <ul style="list-style-type: none"> Une giraffe etc. lourd etc. Il était trop... <p>Wider Offer</p> <ul style="list-style-type: none"> Register language <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance thinking about how to treat animals</p> | <p><u>Cher Zoo</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Learn names for zoo animals Learn and use some adjectives to describe zoo animals Use past tenses to recount a zoo visit <p>Key Vocabulary</p> <ul style="list-style-type: none"> Une giraffe etc. lourd etc. Il était trop... <p>Wider Offer</p> <ul style="list-style-type: none"> Register language French week (biannual) <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance thinking about how to treat animals</p> | <p><u>Le petit déjeuner</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Learn to order a range of food and drink Learn to express and understand likes and dislikes with regard to food/drink Learn to express and understand opinions <p>Key Vocabulary</p> <ul style="list-style-type: none"> Qu'est-ce que tu manges/bois? Je mange/bois... multiples of 10 up to 100 <p>Wider Offer</p> <ul style="list-style-type: none"> Register language <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance</p> | <p><u>Le petit déjeuner</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Learn to order a range of food and drink Learn to express and understand likes and dislikes with regard to food/drink Learn to express and understand opinions <p>Key Vocabulary</p> <ul style="list-style-type: none"> Qu'est ce que tu manges/bois? Je mange/bois... multiples of 10 up to 100 <p>Wider Offer</p> <ul style="list-style-type: none"> Register language <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance</p> |
| <p>P.E</p> <p><i>PE is engaging in physical activity, competitive sport and learning how to live healthy lives</i></p> | <p><u>Securing my basic skills using basketball and applying them to games</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Know and demonstrate the correct technique for passing and catching a basketball Explain and demonstrate adhering to the travelling and double dribble rule in conditioned games Know and demonstrate two different ways to beat a defender | <p><u>Securing my foot-eye co-ordination skills using hockey and applying them to games</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Demonstrate the correct technique for dribbling while changing speed and direction Demonstrate the correct technique for passing and receiving on the move Demonstrate safe and correct block tackling technique with increased success | <p><u>Securing my basic skills using gymnastics and applying them to sequences</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Know and safely demonstrate paired balances with quality Demonstrate the difference between counterbalance and counter tension Describe and demonstrate the | <p><u>Developing my basic skills using dance and applying them to performances</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> To perform dances using a range of movement patterns To build a routine around a motif To perform with quality and explain what makes a quality performance I can evaluate my own and others' performances and give them feedback so they improve | <p><u>Securing my fundamental movement skills using athletics</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> I can use different running techniques for long and short distances and run at an appropriate pace. I can jump for distance from a standing position and from a run up. I can throw a variety of objects in one hand for | <p><u>Securing my hand-eye co-ordination skills using cricket and applying them to games</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> I can throw underarm and overarm to a target over varying distances under pressure. I can catch a small ball two handed, sometimes one-handed, at different heights and speeds. I can hit a ball using a cricket bat using the correct technique. |

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| <ul style="list-style-type: none"> • Demonstrate marking, stealing, and intercepting in drills and games • Demonstrate the correct shooting technique <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Passing • Catching • Dribbling • Shooting • Defending • Marking • Stealing • Travelling • Double dribble • Pivot • Interception • Dodging • Contact • Foul • Sideline <p>Wider Offer</p> <ul style="list-style-type: none"> • Weekly basketball clubs for Year 3/4 and 5/6 all of Spring Term • Competing in basketball tournaments • Students told about local clubs <p>Curriculum Threads</p> <p>Pupils will consider how the technique of the different skills link with each other, when they should be used in a game (and how to decide), and how the technique can link with skills in other sports.</p>  <p>Pupils will learn the rules of basketball to allow them to play</p> | <ul style="list-style-type: none"> • Demonstrate the correct shooting technique with a consideration of tactics • Explain what foot-eye co-ordination is and how skills link between football, hockey, and other sports • Identify, describe, and umpire the rules of Quick sticks hockey <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Dribbling • Push pass • Dangerous play • Contact • Accuracy • Consistency • Shooting • Stick tackle <p>Wider Offer</p> <ul style="list-style-type: none"> • Competing in hockey tournaments • Students told about local clubs <p>Curriculum Threads</p> <p>There is a large emphasis in this unit of work on building on and securing skills previously learned in Unihoc and football lessons, and what foot-eye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ between Unihoc, Quick sticks and football. Other sports (particularly invasion games) will also be considered.</p>  | <p>different methods of travelling in gymnastics</p> <ul style="list-style-type: none"> • Safely demonstrate jumping and rolling with fluidity • Choreograph paired sequences, including various choreographic devices <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Tension • Extension • Point / Patch • Matching • Mirroring • Counterbalance • Counter tension • Canon / Unison • Choreographic devices <p>Wider Offer</p> <ul style="list-style-type: none"> • Students told about local clubs • Competing in gymnastics festivals and competitions <p>Curriculum Threads</p> <p>Pupils will consider how the different components of fitness required for gymnastics (balance, flexibility, strength, muscular endurance) of the different skills in gymnastics how these components can be linked to, and are useful for, other sports.</p>  | <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Motif • Rhythm • Beats • Perform • Evaluate • Feedback • Choreograph • Routine • Choreographic Devices • Canon • Unison • Space • Levels • Dynamics • Actions <p>Wider Offer</p> <ul style="list-style-type: none"> • Disability in Sport Week <p>Curriculum Threads</p> <p>Pupils will participate in a Disability in Sport week in the final week of half-term. They will have a talk from a Commonwealth / Invictus / Paralympic athlete who will do an assembly on their disability, their sport, etc. to raise awareness. They will also participate in disability sports in their PPA PE lessons this week.</p>  <p>Pupils will learn the important safety elements of dance: warming up and cooling down properly, being aware of spatial awareness, and there will be rules surrounding what they can/cannot do for safety reasons.</p>  | <p>distance with good technique.</p> <ul style="list-style-type: none"> • I can evaluate a peer to improve their performance. • I can compare my performance with previous ones and demonstrate improvement to achieve my personal best. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Jog • Run • Sprint • Throw • Jump • Land • Hurdles • Long jump • Record • Measure • Personal best <p>Wider Offer</p> <ul style="list-style-type: none"> • Participating in athletics festivals, events and competitions • Participating in cross country meets • Promoting local clubs e.g. Harrogate Harriers • Sports Afternoons <p>Curriculum Threads</p> <p>Pupils will consider how the technique of the different fundamental skills can link with skills in other sports. They will explore when those FMS are used in other sports and activities (running, throwing, jumping).</p> | <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Catching • Underarm • Overarm • Accuracy • Consistency • Batting • Fielding • Bowling • Bowler • Innings • Wickets • Wicket keeper • Stance <p>Wider Offer</p> <ul style="list-style-type: none"> • Yorkshire Cricket Board deliver 2 x 2-hour sessions to all Year 5 classes with class teacher • After school clubs for Year 3/4 and 5/6 for striking and fielding in Summer term • Competing in cricket and rounders tournaments <p>Curriculum Threads</p> <p>There is a large emphasis in this unit of work on the links between cricket and rounders, and what hand-eye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ. Other sports (e.g. net/wall) will also be considered to draw links.</p>  <p>Promotion of women's cricket through mixed gender PE</p> |
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| | <p>safely (fouls), and how to also behave safely within the lesson in different drills and games (e.g. reminders of how hard to pass the ball depending on the distance and how to catch properly).</p>  <p>British Values Rule of Law – Rules of the game Respect and Tolerance – Adhering the rules of the game and respecting teammates</p> | <p>Pupils will be taught how to safely perform skills in hockey and how to behave safely in lessons with the equipment provided. Quick sticks rules, spatial awareness and class rules will be taught and enforced to support this.</p>  <p>British Values Rule of Law – Rules of the game Respect and Tolerance – Adhering the rules of the game and respecting teammates</p> | <p>Safety will be a large emphasis in every gymnastics lesson. Pupils will be taught how to set out mats safely, perform different skills safely, perform in pairs safely, and how to work safely on equipment.</p>  <p>British Values Rule of Law – Rules of the game Respect and Tolerance – Adhering the rules of the game and respecting teammates</p>  | <p>British Values Rule of Law – Rules of the game Respect and Tolerance – Adhering the rules of the game and respecting teammates</p>  |  <p>Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when throwing and jumping is introduced, where students will be taught how to use the equipment (mainly the different types of bats) safely and land safely. Soft equipment will be used.</p>  <p>British Values Rule of Law – Rules of the game Respect and Tolerance – Adhering the rules of the game and respecting teammates</p> | <p>lessons and promotion of clubs / competing in girls' cricket competitions.</p>  <p>Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when batting is introduced, where students will be taught how to use the equipment (mainly the different types of bats) safely. Soft balls and plastic bats/equipment will be used.</p>  <p>British Values Rule of Law – Rules of the game Respect and Tolerance – Adhering the rules of the game and respecting teammates</p>  |
| <p>ART and DT</p> <p>Art is Expressing feelings and ideas creatively.</p> <p>DT is planning, designing and creating products</p> | <p><u>Watercolour Exploration and Expression</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including painting. Learn about great artists | <p><u>Design and upcycle an old garment</u> = <u>Electrical and Mechanical Systems – Game.</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> Research eco-conscious fashion designers. upcycle/ change / design and develop a garment / t-shirt for a fashion show. - Electrical and Mechanical Systems | <p><u>Expressing Voice through Visual Art</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and printmaking. Learn about great artists and designers Learn how some artists create art to express opinions, share important messages and highlight complex issues around the world. Consider why printing is a good way of sharing artists messages, and how images can be powerful. Develop | <p><u>Computer Aided Design</u></p> <p><u>Environmental Alternative Cooking</u></p> <p>Key Learning Digital World - Design for a purpose</p> <p>3D CAD - Tinker cad – Design a straw rollercoaster</p> <p><u>How to Build a Straw Roller Coaster : 10 Steps (with Pictures) - Instructible</u></p> <p>-</p> <ul style="list-style-type: none"> Cooking and nutrition - Design and make a meal using a haybox thermal cookers – considering eco-friendly alternative methods of cooking to reduce energy. | | |

- Exploring watercolours. Investigate how watercolours have certain characteristics and can be used to create a wide range of marks, colours, tones etc. Develop mastery in this medium to inform their own inspired, creative watercolour artwork using high quality resources. Develop expression of themselves through their artwork.

Develop personal sketchbooks.

Key Vocabulary

- Watercolour, wash, dry/wet techniques, complementary / harmonious / contrasting colour, value, intensity, graduated wash, charging, glazing, premixing, lifting, back run, watercolour bead, bloom, accidental, deckle, dry brush

Curriculum Threads



Analyse a range of watercolour paintings by artists work globally, both current and historical.



Explore watercolours and be curious about how the medium can produce different effects. Google arts and culture,

- Design and build a new electronic game designed to move and use electric circuits within the design.

Key Vocabulary

- Upcycle, fast fashion, slow fashion, global impact,

Wider Offer

- Work in collaboration with local charity – fabrics and garments supplied from Harrogate St Michaels Hospice.
- Inviting parents and guardians in to work alongside the pupils on this project.

Curriculum Threads



Look at a range of designers/makers



Explore the implications of fast fashion and the impact on the world.



using resources including needles, fabric scissors and pins safely.

British Values

collagraph and lino printmaking skills. These skills will then be used as a tool to convey and share an important message / personal passion of their choice through their artwork.

Develop personal sketchbooks.

Key Vocabulary

- Activism, voice, message, community, zine, linocut, collagraph, transfer, relief, intaglio, assemble, precise

Wider Offer

- Share their messages and opinions to a wider audience through an online exhibition of works.

Curriculum Threads



Opinions, complex issues and beliefs



Exploring own opinions, interests and complex issues



Safety when speaking out about our opinions and beliefs, is what we are sharing safe?

British Values

Respect and Tolerance - Respecting the opinions and beliefs of others.

Individual liberty through the multiple personal choices that is essential to creativity and design

Individual liberty through sharing their individual opinions through their artwork

Democracy – discussion about freedom of expression and what this means in art

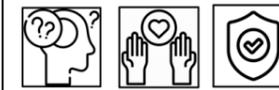
Key Vocabulary

- CAD, visual concepts, rendering, simulation, program, software, engineering, technological advances
- Climate change, fossil fuels, innovation technologies, haybox, thermal cookers

Wider Offer

- Visitors – SF Innovations workshop – promoting technologies and products which protect the environment and build resilience to climate change.

Curriculum Threads



SF Innovations and their impact, links with sri Lanka and how these methods are being used in low income families across the globe.



Discovering alternative eco-friendly cooking methods



ensuring food safety, including making sure food is thoroughly cooked using alternative methods. Safety when handling hot food.

British Values

Individual liberty through the multiple personal choices that is essential to creativity

Rule of law – discussions about the laws of food preparation, allergies and selling produce to the public.

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| | <p>visit art galleries and discover artists and paintings from the classroom.</p> <p>British Values</p> <p>Individual liberty through the multiple personal choices that is essential to creativity and design</p> | <p>Individual liberty through the multiple personal choices that is essential to creativity and design</p> <p>Respect and Tolerance - Respecting the Earth and how our choices can impact others</p> | | | |
| <p>Computing</p> <p>Computing is the safe use of technology to enhance our lives</p> | <p><u>Online Safety Coding</u></p> <p>Key Learning =</p> <ul style="list-style-type: none"> • Begin to simplify code. • Create a playable game. • Understand what a simulation is. • Program a simulation using 2Code. • Know what decomposition and abstraction are in computer science. • Take a real-life situation, decompose it and think about the level of abstraction. • Understand how to use friction in code. • Begin to understand what a function is and how functions work in code. • Understand what the different variables types are and how they are used differently. • Understand how to create a string. • Understand what concatenation is and how it works. • Have a secure knowledge of online safety rules taught at school. • Demonstrate the safe and respectful use of different | <p><u>Databases</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Learn how to search for information in a database. • Contribute to a class database. • Create a database around a chosen topic. <p>Key Vocabulary Arrange, database report, field, group, record, search, sort, statistics</p> <p>Wider Offer</p> <ul style="list-style-type: none"> • Hour of the Code (December) <p>Curriculum Threads</p>  <p>E-safety reminders when using internet.</p> | <p><u>Spreadsheets</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Use formulae within a spreadsheet to convert measurements of length and distance. • Use the count tool to answer hypotheses about common letters in use. • Use a spreadsheet to model a real- life problem. • Use formulae to calculate area and perimeter of shapes. • Create formulae that use text variables. • Use a spreadsheet to help plan a school cake sale. <p>Key Vocabulary Area, computational model, formula bar, 'How Many?' tool, perimeter, profit, rows, totaling tool, variable</p> <p>Wider Offer</p> <ul style="list-style-type: none"> • Safer Internet Day (February) <p>Curriculum Threads</p> | <p><u>Game Creator</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Plan a game. • Design and create the game environment. • Design and create the game quest. • Finish and share the game. • self and peer evaluate. <p>Key Vocabulary Evaluation, feedback, image, promotion, quest, texture</p> <p>Wider Offer</p> <p>Curriculum Threads</p>   <p>Create an inclusive game for Year $\frac{3}{4}$ children</p> | <p><u>Modelling</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Be introduced to 2Design and the skills of computer aided design. • Explore the effect of moving points when designing. • Design a 3D Model to fit certain criteria. • Refine and print a model. <p>Key Vocabulary 2D, 3D, 3D printing, CAD (Computer Aided Design), design brief, net, patten fill, points, template</p> <p>Wider Offer</p> <p>Curriculum Threads</p>  <p>Link to maths learning</p> |

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| | <p>online technologies and online services.</p> <ul style="list-style-type: none"> • Relate appropriate online behaviour to my right to have personal privacy. • Know how to not let my mental wellbeing or others be affected by use of online technologies and services. <p>Key Vocabulary Avatar, bibliography, citation, creative commons license, critical thinking, encrypt, identity theft, image manipulation, ownership, validity Abstraction, co-ordinates, decomposition, efficient, friction, function, physical system, print to screen, simplify, tabs, string Wider Offer</p> <p>Curriculum Threads</p> <p>Create a game using own ideas </p> <p>British Values Rule of Law through discussions about privacy, personal information and scamming. Respect and Tolerance through discussion of respect online and respecting privacy.</p> | |  E-safety reminders when using internet. | | |
| <p>RE</p> <p>RE is understanding beliefs across the world</p> | <p><u>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). | <p><u>Why do some people think that God exists?</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). | <p><u>What does it mean to be a Muslim in Britain today?</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). | | <p><u>If God is everywhere, why go to a place of worship?</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). |

- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how we live (B3).
- Explain the impact Jesus' example and teachings might have on Christians today (B1).
- Express their own understanding of what Jesus would do in relation to a moral dilemma for the world today (C3).

Key Vocabulary

- Parables
- Ten Commandments

Wider Offer

- Use of Bibles within lessons.

Curriculum Threads

Pupils will carefully consider how the teachings of Jesus have impacted our world today



British Values

Respect and Tolerance – Christianity
Rule of Law – The Ten Commandments

- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).
- Present different views on why people believe in God or not, including their own ideas (C1).

Key Vocabulary

- Theist
- Agnostic
- Benevolent
- Omnipotent
- Omniscient

Curriculum Threads

Pupils will understand and learn about others' views and why they have them



Pupils will learn how to be respectful of others' views even when they are not the same as their own



British Values

Respect and Tolerance – Accepting others' right to believe or not
Individual Liberty – Right to choose what you believe

- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experience by the pupils (A2).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Key Vocabulary

- Imam
- Hajj
- Muezzin
- Halal
- Hijab
- Salat
- Minaret

Wider Offer

- Use of Islamic artefacts, including viewing a Qur'an and prayer mat.

Curriculum Threads

Pupils will look closely at how religions (Islam) operate in Britain today.



Pupils will look in depth in a religion that the majority of our pupils do not follow.



Pupils will understand what Islam looks like in Britain today, and what is considered as respectful to followers of the faith.



British Values

Respect and Tolerance – Understanding the Muslim faith
Rule of Law – The Five Pillars of Islam
Democracy – Choice of clothing

- Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).
- Present ideas about the importance of people in a place of worship, rather than the place itself (C1).

Key Vocabulary

- Anglican and Baptist
- Orthodox and Reform
- Pilgrimage

Curriculum Threads

Pupils will look at a variety of places of worship, including from religions that are not their own.



Pupils will learn what places of worship look like and what they mean to followers of different religions



Pupils will understand how places of worship are used by the followers of those religions.



British Values

Individual Liberty – Choice of whether to attend places of worship
Respect and Tolerance – Understanding why some people attend places of worship and some do not

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| <p>PSHE</p> <p>PSHE is learning about ourselves and others.</p> | <p><u>Being Me In My World</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Face new challenges positively and know how to set personal goals. • Understand my rights and responsibilities as a citizen of my country and in my school. • Make choices about my own behaviour. • Understand how an individual's behaviour can impact on a group. • Consider how democracy and having a voice benefits the school community. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children will discuss how it feels to be part of a positive school community and begin to consider their rights and responsibilities as a citizen of both our country and our school.</p>  <p>Ground rules/expectations agreed and set through class charter</p> | <p><u>Celebrating Difference</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Understand that cultural differences sometimes cause conflict. • Understand what racism is. • how rumor-spreading and name-calling can be bullying behaviours. • Explain the difference between direct and indirect types of bullying. • Compare my life with people in the developing world. • Respect other people's cultures <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children will work on understanding and respecting their own and other people's cultures – this will raise awareness of what racism is.</p>  <p>Consider a range of real-life bullying behaviours and explain the impact these may have on everyone involved, explaining the different roles that people have within each scenario and offer solutions</p>  <p>By looking at how to resolve situations where bullying may</p> | <p><u>Dreams and Goals</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Understand that I will need money to help me achieve some of my dreams. • Know about a range of jobs and how much people earn in different jobs. • Identify a job I would like to do when I grow up. • Describe dreams and goals of young people in a culture different. • Consider similarities and differences in aspirations between myself and young people in a different culture. • Encourage my peers to support young people here and abroad to meet their aspiration. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children think about the future and what they would like to do with their lives in relation to jobs/careers and associated wages.</p>  <p>Children investigate current jobs and salaries</p> | <p><u>Healthy me</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Know the health risks of smoking. • Identify some of the risks with misusing alcohol, including anti-social behaviour. • Know and can put into practice basic emergency aid procedures. • Understand how the media, social media and celebrity culture promotes certain body types. • Describe the different roles food can play in people's lives. • Know what makes a healthy lifestyle <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children reflect on their own and other's body image and how everyone is different</p>  <p>Children look at the real-life health risks associated with smoking and alcohol.</p>  <p>Children put into practice basic emergency aid procedures and find out how to get help in emergency situations. They consider the benefits of healthy eating.</p> | <p><u>Relationships</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. • Understand that belonging to an online community can have positive and negative consequences. • Recognise when an online community is helpful or unhelpful. • Know there are rights and responsibilities when playing a game online. • Recognise when I am spending too much time using devices. • Explain how to stay safe when using technology to communicate with my friends. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Curiosity provoked through subject material of online gaming and electronic devices.</p>  <p>Children explain how to stay safe when using technology to communicate</p> | <p><u>Changing Me</u></p> <p>Key Learning</p> <ul style="list-style-type: none"> • Be aware of my own self-image and how my body image fits into that. • Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. • Describe how boys' and girls' bodies change during puberty. • Identify what I am looking forward to about becoming a teenager • Identify what I am looking forward to when I move to my next class. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important.</p>  <p>Children consider how changes at puberty might affect them and their friends, what they may feel at different times and how to get help/advice during this time.</p> |
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| | | <i>occur, children consider a range of strategies to deal with it if it happens to them.</i> | <i>Appreciate the similarities and differences between themselves and people in a different culture</i> | | <i>with my friends, including how to stand up for themselves, negotiate and to resist peer pressure. They think about how long they are spending online.</i> | |
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