Kelsall Connected Curriculum

Cheshire Academies Trust
Inspiring hearts and minds

'A Love for Learning'

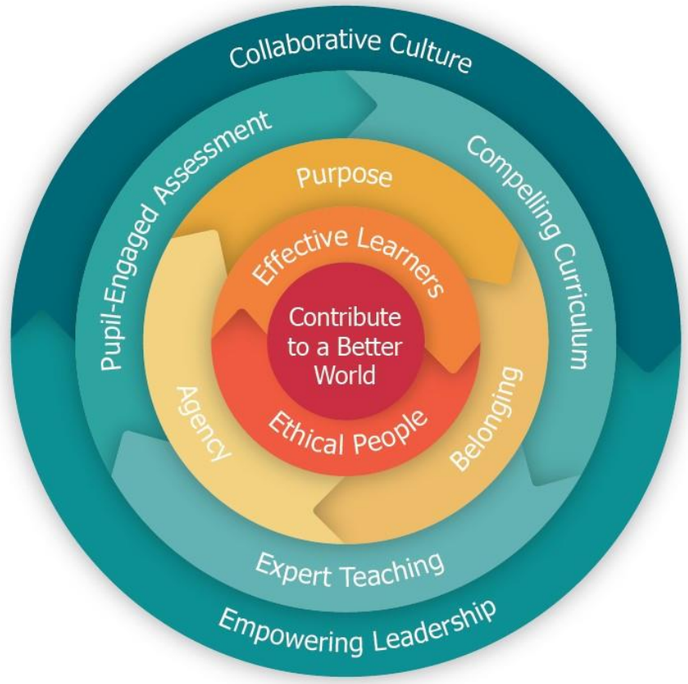
Kelsall Primary & Nursery School

Connected Overview – Year 5

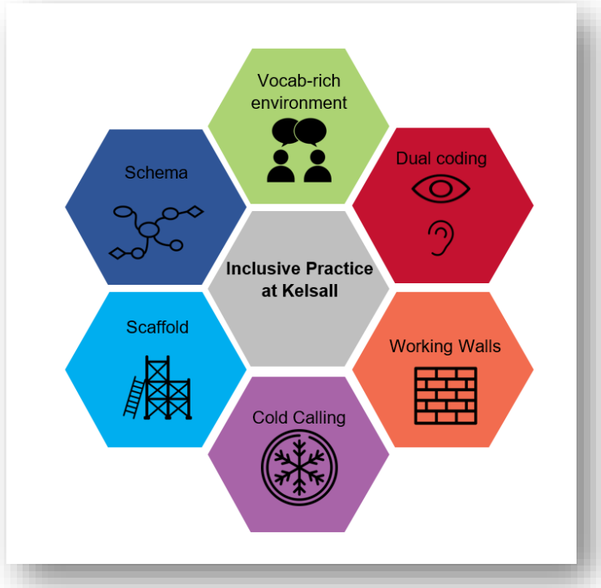
KELSALL
PRIMARY AND
NURSERY SCHOOL
A LOVE FOR LEARNING

Creative and Inclusive Practice at Kelsall Primary & Nursery School

At Kelsall Primary & Nursery School we know that the knowledge and skills that flow from a progressive and well sequenced curriculum are vitally important. They enable pupils to build on prior knowledge and skills acquired in previous years and work towards a better understanding of each subject area. We are also aware of how learning to learn skills and interpersonal skills are equally important to support pupils in becoming effective learners, contributing to a better world. We want our pupils to have agency, belonging and purpose. Through our Creative habits model, we aim to grow our pupil's creativity. The creative ability to be Collaborative, Reflective, Persistent, Inquisitive, Imaginative and Caring. Attributes skills and knowledge that will support our pupils to become confident, autonomous learners.



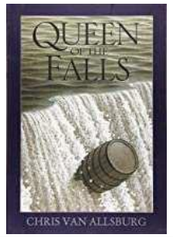
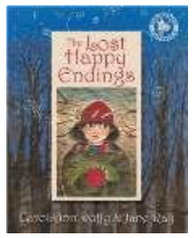
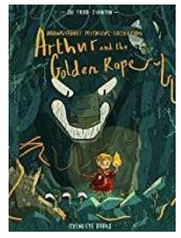
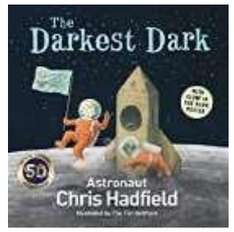
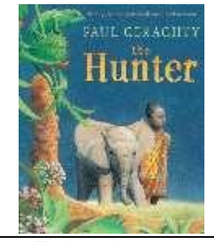
When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:



- **creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.**
- **demonstrating what we want learners to do and show them what we mean.**
- **using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.**
- **reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.**

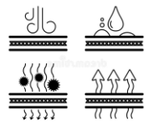
'With reference to ***'Embedding Inclusive Practice'***, **NASEN**

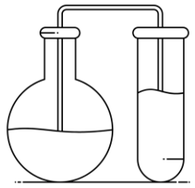
English and Mathematics Curriculum Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write						
	Focus: Recount, series of diaries	**Focus:** Fiction, traditional tale	**Focus:** Fiction, myth	**Focus:** Recount, biography	**Focus:** Persuasion/information, Hybrid leaflet	**Focus:** Fiction, journey story
Reading Curriculum	Accelerated Reader	Accelerated Reader	Accelerated Reader	Accelerated Reader	Accelerated Reader	Accelerated Reader

Mathematics Curriculum	**Place Value within 1,000,000** **Addition and subtraction** **Graphs and Table**	**Multiplication and division** **Measure: Area and perimeter**	**Multiplication and Division** **Fractions**	**Fractions** **Decimals and percentages**	**Decimals** **Geometry: properties of shape** **Geometry: position and direction**	**Measure: converting units** **Measure: volume and capacity**

Connected Curriculum

Connected Curriculum **Year 5**	**Science** Human Lifecycle  **Geography** The Americas and Maya 	**History** The Anglo Saxons 	**Science** Forces  **Geography** Northern Europe  **History** The Vikings 	**Science** Space/Phases of the Moon 	**Science** Materials  **Geography** Human geography: UK (Environmental Issues) 	**Science** Animal and Plant Lifecycles  **Geography** Local Area Study  History Benin 

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science **End Points** 	**Children can describe the main changes in humans as they age, giving reasons for and implications of these changes.**		**Children can identify forces acting on an object and suggest ways to increase/decrease these forces as needed.**	**Children can explain the features and movement of a range of objects in the Solar System, explain how the moons phases are seen and identify evidence the Earth is spherical.**	**Children can identify properties of a range of materials, identifying states of matter and changes to state including reversible and irreversible changes.**	**Children can sequence the stages of a lifecycle in a range of plants and animals, explain the process of reproduction in some species.**
Curriculum Objectives (Substantive Knowledge)	**Animals including humans** • Describe the changes as humans develop to old age (including during gestation). • Sequence stages of human development, • Investigate growth rates in babies, • Identify main changes in childhood and adolescence, explain why bodies change to adult bodies, • Identify factors in aging and old age (teeth, hair, skin, likelihood of illness) and begin to explain the cause and effects of these changes.		**Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between 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. • Carry out experiments to test/prove concepts –possibly including some of these; gravity drops with changing shaped objects, parachutes or spinners for air resistance Water drop test for water resistance Friction tests on trainers with newton meters Lever lifts/mechanism tests	**Earth and Space** • 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. • 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. • Possible observational and modelling investigations • Human orrery • Moon phase observations • Sun Dials	**Properties and changes of materials** • Compare and group together everyday materials on the basis of their properties including their hardness, 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.	**Living things** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Link to habitats knowledge and investigate • Range of animals lifecycles • Plant reproduction in flowering plants (with possible dissection task) • Reproduction in some animals

Working Scientifically (Disciplinary Knowledge)

- Ask relevant questions about what they notice.
- Makes systematic and careful observations using a range of equipment.
- Uses test results to ask further questions.
- Identifies differences, similarities or changes related to simple scientific ideas and processes.
- Uses test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Gathers, records and classifies data in a variety of ways to help in answering questions.

Key Vocabulary

air resistance
water resistance
friction
gravity
newton
gears
pulleys
lever
cog
buoyancy
mechanism
streamline
brake
opposing
machine
mammal

earth
sun
moon
axis
rotation
phases of the moon
time zone
constellation
star
planet
season
Northern hemisphere
Southern hemisphere

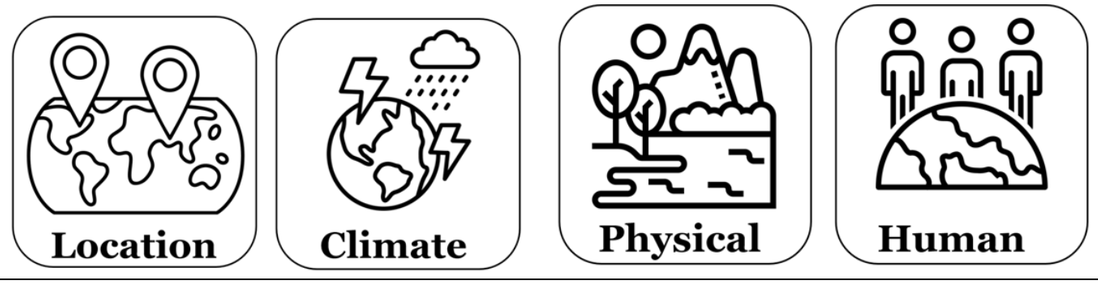
reproduction
insect
amphibian
bird
fish
vertebrate
invertebrate
omnivore Herbivore
carnivore
offspring
species
foetus
embryo
womb
puberty

soluble
insoluble
transparent
conductivity
magnetic
filtration
evaporation
dissolving
mixture
solution
absorbent
permeable
malleable
reversible
irreversible
chemical reaction
Carbon dioxide

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography **End Points** 	**Locate places and map features for the Americas and describe changes in biomes, climate and human/physical features across the continent.**		**Locate key features and places in Northern Europe, explaining the impact of climate and location on people movement of the past.**		**Identify use of land/energy/resources across the UK and in the local area linking these to climate change and recycling initiatives.**	**Describe the local area in detail via maps and human use surveys, making comparisons to geographical features of the area in the past.**
Curriculum Objectives (Substantive Knowledge)	**Locational Knowledge** ▪ Latitude, Longitude, Equator, northern and southern hemisphere. **North and South America** • concentrating on their environmental regions, key physical and human characteristics, countries, and major cities compared to rural areas. **Human and Physical Geography** ▪ Describe and understand key aspects of climate zones and biomes **Place Knowledge** ▪ **North and South America -** identify their main physical and human characteristics ▪ Use and annotate maps identifying features. ▪ Study climate, weather and range of human/physical features in North and South America ▪ Make comparisons to known places		**Locational Knowledge** • Latitude, Longitude, Equator, northern and southern hemisphere. **Human and Physical Geography** ▪ Describe and understand key aspects of climate zones and biomes ▪ Investigate the geography of Northern Europe and Scandinavia in Anglo-Saxon and Viking ages. ▪ Look at extent of Viking travel across the world. ▪ Compare the features of Anglo-Saxon/Viking homelands with Britain.		**Human and Physical Geography** ▪ Describe and understand key aspects of climate zones and biomes ▪ Human geography/region of the UK – land use, economic activity, distribution of natural resources, energy (link to recycling) ▪ Investigate the physical and human features of the local area through map making, research, data collection and evaluation as part of a recycling science link and then a history link to local history.	

Geography Fieldwork & Skills (Disciplinary Knowledge)

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

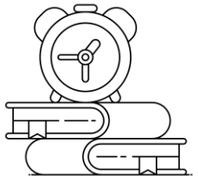


Key Vocabulary

World country name
continent
Latin
physical, human features
desert
coastline
ocean
climate
zone
habitat,
seasonal
forecast

meteorological
activists
biodiversity
global
conservation
temperate
climatic
barometer
pressure
bar
spell

greenhouse effect
ozone layer
pollution
fossil fuel
sustainability
environmental
biosphere
longitude
latitude
hemisphere

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History **End Points** 		**Children can articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left.** **Study Local history – Chester – Saxons crime and punishment**	**Children can share knowledge of the invasion and settlement of the Vikings in England during the time of Edward the Confessor including their impact on Britain, their beliefs, way of life and the legacy left.**			**Children can identify the main features of the Benin civilisation and discover how Benin became part of the British empire.**
Curriculum Objectives (Substantive Knowledge)		**Britain's settlements by Anglo-Saxons and Scots the Vikings and Anglo-Saxons** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Select suitable sources of evidence, giving reasons for choices. • Identify specific changes within and across different periods over time. • To understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. • Discuss trends overtime. • To see the relationships between different periods and the legacy of impacts for me and my identity. • Refine lines of enquiry as appropriate.				**Early Islamic Civilization Non- European society that provides contrasts with British History** - Study of Bagdad AD 900 - Mayan civilisation AD 900 - **Benin (West Africa) AD 900-1300** Compare some of the times studied with those of the other areas of interest around the world.

Historical Enquiry Skills (Disciplinary Knowledge)

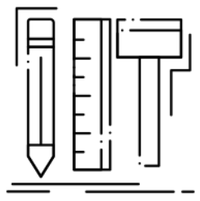
- Use a range of primary sources to ask and answer questions from the time;
- Ask questions and follow a line of enquiry to lead to a conclusion;
- Make conclusions about questions using evidence to justify their thinking;
- Use appropriate historical vocabulary to communicate (dates, time period, chronology, century, decade, legacy);
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – explain their own ideas about history and use evidence to back this up.

Key Vocabulary

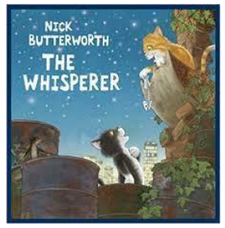
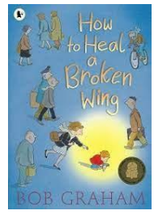
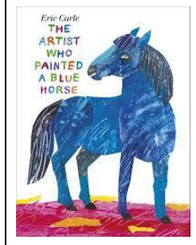
dark ages
Christian conversion
Canterbury
Iona and Lindisfarne
Sutton Ho
raids
resistance
Danegeld
Alfred the Great
Althelstan
Edward the Confessor
contexts
cultural
economic
military
political
religious
social history;
deduction
inference
organising
information
chronology
comparison
observation
discussion
research
reflection
interpretation
invasions
expansion
kingdoms
settlements
village life
peasantry
hierarchy
laws and justice
withdrawal
short- and long-term
timescales.
Maya
Mayan
Civilisation

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art **End Points** 	Queen of the falls **Vander Merwe** Schalk van der Merwe | Saatchi Art Charcoal character portraits **I can work to produce a charcoal character portrait in the style of the artist Schalk van de Merwe. I can talk about my work and offer advice to others.**	Lost Happy Endings Landscapes **David Tress** David Tress Brian Ruttenberg Brian Rutenberg | Artnet **Collage and mixed media to create to a forest landscape using techniques and ideas from studied artists. I can improve and develop my own work over time.**	Vikings/Anglo Saxons **Charles Keeping** Charles Keeping 1924–1988 | Tate Beowulf **I can work with a partner to develop an acrylic piece of work based on Viking mythology. I can use a range of techniques and critique my own and others work. I can make links to other artists.**	Darkest Dark (Space) Astronauts (monochrome and colour) Planets – mixed collage **I can use collage and a range of materials to produce a range of space themed artworks. I can control and use inks alongside other arts materials to design and alter my work.**	Paperbag Prince **Louise Nevelson** Louise Nevelson 1899–1988 | Tate 3D Sculpture **I can utilise junk materials, wire and other materials to create and sculpture using the artist's work as inspiration. I can adapt and alter my work as I progress.**	**The Hunter** **African Art** **Pattern and shape** **I can work well within a group to produce a mixed media piece of artwork.**
Curriculum Objectives **(Procedural Knowledge)** **(Conceptual)** **(Factual)** **(Metacognition)**	**Making Skills** **(Procedural Knowledge)** Become proficient in drawing, painting, sculpture and other art, craft and design techniques. 	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention. Pupil's know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.	**Generating Ideas** **(Conceptual)** Explore ideas Record Feelings & Experiences 	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.	**Knowledge** **(Factual)**  Learn great Artists, Craft & Design Learn how artists use formal elements Study significant works of art using the following method: • *Content* – Describe the art. Social, historical factors affect the work. • *Process* – When & how made? What materials & techniques are used? • *Formal elements* – line, tone, colour, shape, form, comp, pattern, texture. • *Mood* – what emotions does the work convey? **Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.	**Evaluation** **(Metacognition)**  Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.
Music **End Points** 	**Livin' On A Prayer** **Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.** **Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.** **Find the pulse whilst listening.**	**Classroom Jazz 1** **Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.** **Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.** **Identify instruments/voices: Piano, bass, drums, glockenspiel**	**Make You Feel My Love** **Identify the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.** **Identify the instruments/voices: Strings, piano, guitar, bass, drums.** **Can you find the pulse as you are listening? Is the tempo fast, slow or in-between? Dynamics? Texture?**	**The Fresh Prince of Bel-Air** **Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending** **Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.** **Find the pulse whilst listening.** **Others will identify changes in tempo, dynamis and texture**	**Dancing In The Street** **Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.** **Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).** **Find the pulse whilst listening.**	**Reflect, Rewind and Replay**
Curriculum Objectives (Substantive Knowledge)	**Listen and Appraise** • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: • Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc.) • Name some of the instruments they heard in the songs	**Singing** • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: • Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice	**Playing Instruments** To know and be able to talk about: • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends	**Improvisation** To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians	**Composition** To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol	**Performance** To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education **End Points** 	**Children can describe the main beliefs and worship of Muslims and how these are demonstrated through the Five Pillars of Islam. Children can draw parallels of their own life from these.**	**Children can describe what Muslims do during Ramadan and what Halal food is. They comment on the importance of family in Islam and how identify and belonging fits into this.**	**Children can articulate that Sikhs believe in one God and consider all people equal. They understand Sikhs respect Gurus and live according to their teachings. They can explain what happens in Gurdwara, what the Guru Granth Sahib is and what the 5Ks are**	**Children can talk about key Christian events such as Christmas and Easter, describing what the trinity is. They can articulate forgiveness and explain how this is important to Christians, along with the importance of the cross.**	**Children are able to talk about the Unity, how Baha'i pray, who to, and the features of their places of worship.**	**Children explore and compare a variety of ways in which people demonstrate their beliefs. They can draw links between teachers from different views and ask questions to further their understanding of this; learning about key people**
Curriculum Objectives (Substantive Knowledge)	**Islam: Why are the Five Pillars important to Muslims?** • Describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. • Observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews • Discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response	**Islam: How is the Muslim faith expressed through family life?** • Discuss own and other's spiritual experiences and find connections between communities. • Understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world. • Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.	**Sikhism: Why is community and equality important to Sikhs?** • Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning • Explain the religions and worldviews which I encounter clearly, reasonably and coherently. • Explore and make personal informed responses to ultimate questions. • Discuss issues about community cohesion and demonstrate understanding of different views.	**Christianity: Which concepts do we find hard to understand in Christianity?** • Explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world. • Observe and consider different dimensions of religion, to explore and show understanding of similarities and differences between different religions and worldviews • Explore moral and ethical questions using examples.	**Free Choice: What is the Baha'i faith?** • Understand the teaching of the Unity and why it is important. • Know how Baha'i pray and who they worship. • Know where Baha'i pray and the key features of the buildings.	**Free Choice : How do people show their beliefs through action?** • Investigate and compare actions from a range of religions and worldviews.
Physical Education **End Points** 	**Gymnastics** **To perform specific skills, actions, shapes and balances clearly, consistently and accurately, demonstrating good tension and extension.**	**Striking & fielding** **To begin to strike a bowled ball in an intended direction and into space, playing cooperatively with teammates.**	**Dance** **To explore, improvise and perform actions and agilities which suit different dance styles, creating longer more complex sequences for a performance.**	**Multi-Sports** **To use a range of different actions, skills and techniques competently, applying rules consistently and fairly.**	**Invasion Games** **To use a range of skills, actions and tactics when playing games and identify the affect on their bodies and how they can improve their performance.**	**Athletics** **To use a range of athletic actions and techniques with increased accuracy, applying rules fairly.**
Curriculum Objectives (Substantive Knowledge)	1. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 2. perform dances using a range of movement patterns 3. compare their performances with previous ones and demonstrate improvement to achieve their personal best.	1. Use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics	1. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 2. perform dances using a range of movement patterns 3. compare their performances with previous ones and demonstrate improvement to achieve their personal best.	1. Use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	1.Use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4.take part in outdoor and adventurous activity challenges both individually and within a team 5. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	1. Use running, jumping, throwing and catching in isolation and in combination 2. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 3. take part in outdoor and adventurous activity challenges both individually and within a team 4. compare their performances with previous ones and demonstrate improvement thieve their personal best

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Computing **End Points** 	**Digital Literacy: networks** **Understand the opportunities computer networks offer for collaboration**		**Computer Science: algorithms and logical reasoning** **Use logical reasoning to explain how algorithms work and detect and correct errors in them**		**Information Technology: create digital content** **Design and create systems to accomplish a given goal**	
Curriculum Objectives (Substantive Knowledge)	• Explain that computers can be connected together to form systems • Describe a computer system • Recognise the role of computer systems in our lives • Recognise how information is transferred over the internet using packets • Explain how sharing information online lets people in different places work together • Contribute to a shared project online Evaluate different ways of working together online		• Define that conditional statements (selection) are used in computer programs • Explain a loop can stop when a condition is met (number of times or event) • Explain a that program flow can branch according to a condition Use a condition in an if…then… statement to produce a given outcome		• Recognise vector drawings are made using shapes • Add, remove, modify and combine objects to create graphical drawing on a computer • Change the order of layers in a vector drawing • Group objects to create a single object Edit and refine work	
Design & Technology **End Points** 	**Design, Make and Evaluate Assignment (DMEA)** **Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?** **Frame Structures** **Possible Ideas** playground shelter market stall bus shelter tent play house gazebo bird hide parasol park furniture **Celebrating Culture and Seasonality** **Possible ideas** Make a celebratory food eaten during Eid al-Fitr		**Design, Make and Evaluate Assignment (DMEA)** **Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?** **Pulleys and Gears** **Possible Ideas** fairground ride with gears or pulleys e.g. carousel, Ferris wheel controllable toy vehicle with gears or pulleys e.g. dragster, off-road vehicle, sports car, lorry, window display with moving parts		**Design, Make and Evaluate Assignment (DMEA)** **Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?** **Combining Different Fabric Shapes** **Possible Ideas** tablet case mobile phone carrier shopping bag insulating bag hat/cap garden tool belt slippers sandals fabric advent calendar fabric door stop	
Curriculum Objectives (Substantive Knowledge) DESIGN & TECHNOLOGY ASSOCIATION **Projects on a Page**	**Prior learning** • Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable **Designing** • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Making** • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. **Evaluating** • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. **Technical knowledge and understanding** • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project.		**Prior learning** • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of electrical circuits, simple switches and components. • Experience of cutting and joining techniques with a range of materials including card, plastic and wood. • An understanding of how to strengthen and stiffen structures. **Designing** • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. **Technical knowledge and understanding** • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project		**Prior learning** • Experience of basic stitching, joining textiles and finishing techniques. • Experience of making and using simple pattern pieces. **Designing** • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. **Making** • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. **Technical knowledge and understanding** • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.	

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
MFL 	**<u>Phonetics 3</u>** **Recognise and pronounce a further selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.**	**<u>La Fecha</u>** **Repeat, remember and spell all of the days of the week, the months of the year and numbers 1-31.** **Say the date of Christmas Day in Spanish.** **Use 'me gusta' along with key vocabulary and talk about what you like about Christmas.**	**<u>¿Que Tiempo Hace?</u>** **Repeat and recognise the vocabulary for weather in Spanish and ask and say what the weather is like today.**	**<u>La Ropa</u>** **Talk and write about clothes including what they are wearing and suitable clothes for the weather.**	**<u>Culture - La Tomatina and San Fermin</u>** **Children learn about the Tomatina and San Fermin festivals in Spain. Revise previously taught language and learn new vocabulary.**	**Annual Hispanic Day**
Curriculum Objectives (Substantive Knowledge)	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
No Outsiders **End Points**	**What is peer pressure, how do you stand up against peer pressure?** **Where does racism come from, how can we respond to racist language?**  		**Understand we all have different ideas, but we can co-exist** **What is Amnesty International, why do we help people, what can we do today to help others** 		**Different people can get married in the UK, laws can change.** **Who were the Nazis in WW2, what did they stand for, what can we do today to make sure 'never again'?**  	
PSHCE & RSE **End Points**		**Talking about Puberty** **Explain the main physical and emotional changes that happen during puberty** **Ask questions about puberty with confidence**		**The Reproductive System** **Understand how puberty affects the reproductive organs** **Describe what happens during menstruation an s sperm production**		**Help and Support** **Explain how to keep clean during puberty** **Explain how emotions/relationships change during puberty** **Know how to get help and support during puberty**
Curriculum Objectives (Substantive Knowledge)		<u>Health Education</u> Mental well-being (6c, 6d, 6f) Changing adolescent body (8a, 8b) Menstruation (9a) CWP CWP Resources - Primary RSE		<u>Health Education</u> Changing adolescent body (8a, 8b) Menstruation (9a) CWP CWP Resources - Primary RSE		<u>Health Education</u> Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f) Changing adolescent body (8a, 8b) Menstruation (9a) CWP CWP Resources - Primary RSE
British Values						

Home Learning Links;

Autumn

Queen of the Falls

- Find and research another amazing daredevil or adventurer and create a biography or factfile about them.
- Choose a country in South America to research and choose how to present it. You could create a poster, a factfile, a booklet, a 3D model.
- Create a quiz or board game for your family which could link to one of our topics: North and South America, Online Safety, Cricket, Science – changes of human development

Maths

You could play some of these maths games to practise place value and addition and subtraction
Nice or Nasty https://nrich.maths.org/6605/note
Dicey Addition https://nrich.maths.org/11863
Round the four dice https://nrich.maths.org/10426/note

Lost Happy Endings

- Read a range of different fairytales
- Visit Bilwilderwood and create a fairytale or story map linked to it
- Choose a fairtale and create a multimedia story of ut using stop motion or scratch etc

Maths

First Connect Three https://nrich.maths.org/5865
Tug Harder https://nrich.maths.org/5898
Four Go https://nrich.maths.org/5633

Spring

Arthur and the Golden Rope

- Create your own mythical creature. You could draw it, describe it, write a story for it, make a 3D model of it
- Create your own dance or drama show linked to myths and legends
- Continue to explore forces to create your own marble run

Maths

Practising Timestable Rockstars as much as possible would be really helpful.
Fractions games https://uk.splashlearn.com/fraction-games-for-year-5?page=2
Multiplications tables matching game https://nrich.maths.org/1252
Matching Fractions https://nrich.maths.org/8283

Darkest Dark

- Build your own solar system model
- Research Mae Jemison – the first black woman to travel to space. Create a biography or booklet about her. (The book Hidden Figures is a good link here)
- Explore NASA kids Club https://www.nasa.gov/kidsclub/index.html

Maths

https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals
Decimal games: https://uk.splashlearn.com/decimal-games-for-year-5

Summer

Paperbag Prince

- Create a persuasive/information leaflet or poster explaining how people can help save the planet.
- Explore changing materials by making your own ice cream https://www.delish.com/uk/cooking/a33570423/ice-cream-in-a-bag-recipe/
- Have a go at cleaning your own water https://www.stem.org.uk/resources/elibrary/resource/315596/how-can-we-clean-our-dirty-water
- Recycle or upcycle something you have at home into something new https://www.bbc.co.uk/bitesize/articles/zn4tnrd

Maths

Explore properties of shape using these games: http://www.primaryhomeworkhelp.co.uk/maths/shape.htm
Guess what https://nrich.maths.org/14777/note

The Hunter

- Choose an animal to find out about their life cycle, you could draw it, write about it or make a model of it.
- Have a go at some African arts and crafts activities https://www.childfun.com/themes/world/africa/
- Research Africa and maybe create a travel guide for visiting one of the countries

Maths

Practically apply knowledge of measure, capacity and volume through cooking, recipes, measuring and building things. Convert between different units of measure etc