

YEAR OVERVIEW 2021-22 for YEAR 5

Subject	HT1 (8 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
	Victorians	Victorians	WW2	WW2/Decades	Rainforest	Rainforest
English (Writing)	<p>Transition (1 week)</p> <p>Vocab / Description (2 weeks)</p> <p><i>W2. Choose the best adjective or verb of the appropriate intensity</i></p> <p>Non-chronological reports (industrial revolution) (3 weeks)</p> <p><i>W4. Use technical vocabulary to make my meaning clearer</i></p> <p>Narrative – Character description (2 weeks)</p> <p><i>W5. Use hyphens effectively to aid my descriptive writing</i></p> <p>Poetry (1 week)</p> <p><i>T5. Make choices about when to use similes and metaphors</i></p>	<p>Argument (Workhouses) (3 weeks)</p> <p><i>T9. Show an awareness of the reader</i></p> <p>Diary (Workhouse child) (3 weeks)</p> <p><i>S2. Use fronted adverbials to add detail to my sentences</i></p> <p>Assessment (1 week)</p>	<p>Vocab / Description (1 week)</p> <p><i>S3. Use expanded noun and prepositional phrases</i></p> <p>Procedural text (Evacuee leaflet) (1 week)</p> <p><i>P1. Use brackets, dashes or commas to indicate parenthesis</i></p> <p>Letter (Evacuee home) (2 weeks)</p> <p><i>T2. Use conjunctions to join ideas within and across paragraphs</i></p> <p>Recount (Newspaper Blitz) (2 weeks)</p> <p><i>T3. Show the passage of time by using adverbials of time, place and number</i></p> <p><i>T7. Use dialect in dialogue where appropriate</i></p>	<p>Biography (Ann Frank) (2 weeks)</p> <p><i>T1. Organise my writing into clear paragraphs</i></p> <p>Historical Fiction - Narrative (Decade time travel) (3 weeks)</p> <p><i>T6. Make sure my character speech and actions match</i></p> <p><i>T8. Structure my writing to build up tension</i></p> <p><i>S1. Use reported speech correctly</i></p> <p>Assessment (1 week)</p>	<p>Vocab / Description (1 week)</p> <p><i>W1. Use the correct forms of the different past tenses correctly</i></p> <p>Discussion (Rainforest) (3 weeks)</p> <p><i>W3. Use apostrophes for possession</i></p> <p><i>S4. Show varying degrees of possibility using modal verbs and adverbs</i></p> <p><i>T4. Balance my writing throughout the text</i></p> <p>Poetry (Personification) (2 weeks)</p> <p><i>W6. Convert nouns or adjectives into verbs using suffixes [e.g ate; -ise; -ify]</i></p> <p><i>W7. Verb prefixes [e.g. dis-, de-, mis-, over- and re-]</i></p>	<p>Explanation text science based (3 weeks)</p> <p><i>S5. Use commas to demarcate simple clauses</i></p> <p><i>S6. Use relative clauses (including embedded clauses)</i></p> <p>Assessment (1 week)</p> <p>Autobiography (Transition based) (2 weeks)</p> <p><i>P2. Use commas to clarify meaning or avoid ambiguity</i></p> <p>Transition (1 week)</p> <p>Non-fiction (Science Link) RC10: ask questions to improve their understanding</p> <p>RC1: continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>

<p>(Reading)</p>	<p>Comprehension</p> <p>Poetry (Writing link) RC8: prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Non-fiction (History link). 2.2e Retrieve, record and present information from non-fiction.</p> <p>RC1: continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Comprehension Papers RC5: identify and discuss themes and conventions in and across a wide range of writing RC14: identify how language, structure and presentation contribute to meaning</p>	<p>Comprehension</p> <p>Novel excerpt (Victorian link) RC11: draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Persuasion text. (Writing link) RC16: Distinguish between statements of fact and opinion</p> <p>Diary Entry. (Writing link) 2.2h Provide reasoned justifications for their views.</p> <p>Comprehension Papers RC5: identify and discuss themes and conventions in and across a wide range of writing RC14: identify how language, structure and presentation contribute to meaning</p>	<p>Comprehension</p> <p>Newspaper Article (Writing Link) RC14: identify how language, structure and presentation contribute to meaning</p> <p>Letter (Writing Link) 2.2h Provide reasoned justifications for their views</p> <p>Comprehension Papers RC5: identify and discuss themes and conventions in and across a wide range of writing RC14: identify how language, structure and presentation contribute to meaning</p>	<p>Comprehension</p> <p>Biography (Writing link) 2.2e Retrieve, record and present information from non-fiction</p> <p>Novel excerpt (History link) RC12: predict what might happen from details stated and implied</p> <p>Comprehension Papers RC5: identify and discuss themes and conventions in and across a wide range of writing RC14: identify how language, structure and presentation contribute to meaning</p>	<p>Article / Discussion text (Writing Link) RC13: summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Poetry (Writing link) RC7: learn a wider range of poetry by heart</p> <p>RC15: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Comprehension Papers RC5: identify and discuss themes and conventions in and across a wide range of writing RC14: identify how language, structure and presentation contribute to meaning</p>	<p>Comprehension Papers RC5: identify and discuss themes and conventions in and across a wide range of writing RC14: identify how language, structure and presentation contribute to meaning</p>
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	<p>Guided Text VIPERS (Street Child) History Link</p> <p>RC6: make comparisons within and across books</p> <p>2.2f Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>RC9: check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Guided Text VIPERS (Street Child) History Link</p> <p>RC6: make comparisons within and across books</p> <p>2.2f Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>RC9: check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Guided Text VIPERS (Letters from the Lighthouse) History Link</p> <p>RC6: make comparisons within and across books</p> <p>2.2f Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>RC9: check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Guided Text VIPERS (Letters from the Lighthouse) History Link</p> <p>RC6: make comparisons within and across books</p> <p>2.2f Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>RC9: check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Guided Text VIPERS (TBC) Geography Link</p> <p>RC6: make comparisons within and across books</p> <p>2.2f Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>RC9: check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Guided Text VIPERS (TBC) Geography Link</p> <p>RC6: make comparisons within and across books</p> <p>2.2f Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>RC9: check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>
<p>Numeracy</p>	<p>Unit 1: Place value within 100,000 (8 lessons)</p> <p>Unit 2: Place value within 1,000,000 (8 lessons)</p> <p>Unit 3: Addition and subtraction (10 lessons)</p>	<p>Unit 4: Graphs and tables (5 lessons)</p> <p>Unit 5: Multiplication and division (1) (10 lessons)</p> <p>Unit 6: Measure - area and perimeter (7 lessons)</p> <p>Assessment (1 week)</p>	<p>Unit 7: Multiplication and division (2) (11 lessons)</p> <p>Unit 8: Fractions (1) (8 lessons)</p> <p>Unit 9: Fractions (2a) (5 lessons)</p>	<p>Unit 9: Fractions (2a) (7 lessons)</p> <p>Unit 10: Fractions (3) (7 lessons)</p> <p>Unit 11: Decimals and percentages (12 lessons)</p>	<p>Unit 12: Decimals (15 lessons)</p> <p>Unit 13: Geometry - properties of shapes (1) (7 lessons)</p> <p>Unit 14: Geometry - properties of shapes (2) (5 lessons)</p>	<p>Unit 15: Geometry - position and direction (4 lessons)</p> <p>Unit 16: Measure - converting units (10 lessons)</p> <p>Unit 17: Measure - volume and capacity (4 lessons)</p>

<p>(inc Number Fluency Grid grid)</p>	<p>5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p>	<p>5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.</p> <p>5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)</p>	<p>5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</p> <p>5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p>	<p>5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p>	<p>5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p>	<p>5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p>
<p>Science</p>	<p><u>Properties and Changes of Materials</u></p> <p>Initial assessment work (1 week) Revising the states of matter (1 week) Investigating qualities of materials-hardness scale transparency, etc. (1 week) Investigating solubility of salt (1 week) To investigate separating methods (1 week) To investigate thermal conductivity (1 week) To investigate reversible and irreversible (2 weeks) To investigate magnetism (2 weeks) To investigate electrical conductivity (2 weeks) End assessment work (1 week)</p> <p>Curriculum links:</p>	<p><u>Forces</u></p> <p>Initial assessment work (1 week) To investigate the forces and actions of gravity (1 week) To investigate air resistance (1 week) To investigate friction between different surfaces. (1 week) To investigate using pulleys to move weights. (1 week) End assessment work (1 week)</p> <p>Curriculum links:</p>	<p><u>Earth and Space</u></p> <p>Initial assessment work (1 week) To understand why our shadows, change, and why we have day and night. (1 week) To describe the Earth's orbit around the Sun. (1 week) To know the names of the planets in our solar system. (1 week) To describe humans' journeys into space. (1 week) End assessment work (1 week)</p> <p>Curriculum links:</p>	<p><u>Living Things</u></p> <p>Initial assessment work (1 week) To investigate flowering plants-dissect and identify reproductive parts, plant lifecycles and ways thy reproduce. (2 weeks) To investigate the lifecycles of mammals, birds amphibians and insects (3 weeks) Planting sunflowers and tracking their growth and development. (Ongoing)</p> <p>Curriculum links:</p>	<p><u>Animals inc Humans</u></p> <p>To investigate how the average height of a class changes over time. (1 week) To compare the changes that happen to humans over a lifespan. (1 week) To compare life expectancy around the world and over time. (2 weeks) To research and create a guide to puberty. (2 weeks) End assessment work (1 week)</p> <p>Curriculum links:</p>	

	<p>Sc5/3.1 Properties and Changes of Materials</p> <p>Sc5/3.1a 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</p> <p>Sc5/3.1b Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Sc5/2.4.2 Forces</p> <p>Sc5/4.2a Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Sc5/4.2b Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Sc5/4.2c Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>Sc5/2.4.1 Earth and Space</p> <p>Sc5/4.1a Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Sc5/4.1b Describe the movement of the Moon relative to the Earth.</p> <p>Sc5/4.1c Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Sc5/4.1d Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Sc5/2.1 Living Things and their habitats</p> <p>Sc5/2.1a Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b Describe the life process of reproduction in some plants and animals.</p>	<p>Sc5/2.2 Animals, including humans</p> <p>Sc5/2.2a Describe the changes as humans develop to old age.</p>
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Curriculum links:

**Taught throughout sessions
Sc5/1
Working Scientifically**

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision

Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs

Sc5/1.4 using test results to make predictions to set up further comparative and fair tests

Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations

Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.

<p style="text-align: center;">Art</p> <p>Ar2/1.2 To improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>		<p>3D figure</p> <ul style="list-style-type: none"> •Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. •Develop understanding of different ways of finishing work, e.g. paint •Gain experience in modelling over an armature. •Use language appropriate to skill and technique. <p>Possible Artists: Frink, Balla, Andre, Moore, Giacometti</p>		<p>Drawing Brit since 1939</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to create a detailed drawing. •Develop a key element of their work: line, tone, pattern, texture. •Use different techniques for different purposes i.e. shading, hatching within their own work. •Start to develop their own style using tonal contrast and mixed media. •Have opportunities to develop further simple perspective in their work using a single focal point and horizon. •Use drawing techniques to work from a variety of sources including observation, photographs and digital images. <p>Possible artists:</p>	<p>Painting Rainforest</p> <ul style="list-style-type: none"> •Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour and using washes. •Mix and match colours to create atmosphere and light effects. •Mix colour, shades and tones with confidence building on previous knowledge. •Start to develop their own style. •Begin to develop an awareness of composition, scale and proportion in their paintings. <p>Possible artists: Lowry, Matisse, Magritte, Rousseau</p>	<p>Printing Rainforest</p> <ul style="list-style-type: none"> •Use tools in a safe way. •Gain experience in overlaying colours. •Start to overlay prints with other media. •Show experience in a range of mono print techniques. <p>Possible artists: Advertising, Bawden</p>
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				Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.		
DT		<p>Hand puppet</p> <p>DT2/1.1a Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.3c Evaluate: Designers understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.1b Design: Own product generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>	<p>Bread</p> <p>DT2/2.1a Food theory Understand and apply the principles of a healthy and varied diet</p> <p>D2/2.1b Cooking techniques Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>DT2/2.1c Cooking techniques Become competent in a range of cooking techniques</p> <p>DT2/2.1d Origins of food Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>Cam toy Rainforest</p> <p>DT2/1.1a Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.3c Evaluate: Designers understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.3a Evaluate: investigate and analyse a range of existing products</p> <p>DT2/1.1b Design: Own product generate, develop,</p>	

prototypes, pattern pieces and computer-aided design

DT2/1.2a
Make: Tools

select from and use a wider range of tools and equipment to perform practical tasks accurately

DT2/1.2b
Make: Materials
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

DT2/1.2a
Make: skills/Techniques
DT2/1.4a
apply their understanding of how to strengthen, stiffen and reinforce more complex structures

DT2/1.3b

model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT2/1.2a
Make: Tools

select from and use a wider range of tools and equipment to perform practical tasks accurately

DT2/1.2b
Make: Materials
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

DT2/1.2a
Make: skills/Techniques
DT2/1.4a
apply their

		<p>Evaluate: Their product</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>			<p>understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.3b Evaluate: Their product</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.4a Structural: <i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p>DT2/1.4b Mechanical systems <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></p>	
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<p>PE (Games)</p>	<p><i>Hockey</i></p> <p>PE2/1.1b Games Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending •Develop a broader range of techniques and skills for attacking and defending. •Develop consistency in their skills. •Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. • Learning to lead and referee</p>	<p>Handball</p> <p>PE2/1.1b Games Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending •Develop a broader range of techniques and skills for attacking and defending. •Develop consistency in their skills. •Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. • Learning to lead and referee</p>	<p>Outdoor and adventure PE2/1.1e Outdoor/Adventurous Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <ul style="list-style-type: none"> • Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing. • Develop and refine orienteering and problem-solving skills when working in groups and on their own. • Identify the importance of a group or team plan, and the value of pooling • Adapt their skills and understanding as they move from familiar to unfamiliar environments <p>(Thornbridge</p>	<p>Outdoor and adventure PE2/1.1e Outdoor/Adventurous Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <ul style="list-style-type: none"> • Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing. • Develop and refine orienteering and problem-solving skills when working in groups and on their own. • Identify the importance of a group or team plan, and the value of pooling • Adapt their skills and understanding as they move from familiar to unfamiliar environments <p>(Thornbridge</p>	<p>Cricket</p> <p>PE2/1.1b Games Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending •Develop a broader range of techniques and skills for attacking and defending. •Develop consistency in their skills. •Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. • Learning to lead and referee</p>	<p><i>Tag Rugby</i></p> <p>PE2/1.1b Games Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending •Develop a broader range of techniques and skills for attacking and defending. •Develop consistency in their skills. •Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. • Learning to lead and referee</p>
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<p style="text-align: center;">PE</p>	<p>Gymnastics</p> <p>PE2/1.1c Gymnastics Develop flexibility, strength, technique, control and balance</p> <ul style="list-style-type: none"> • Perform actions, shapes and balances consistently and fluently in specific activities. • Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. • Perform skills and actions more accurately and consistently in a performance 	<p><i>Dance</i></p> <p>PE2/1.1d Dance Perform dances using a range of movement patterns</p> <ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. • Perform dances expressively, using a range of performance skills. • Use and combine dance principles to create motifs and narratives. 	<p><i>Gymnastics</i></p> <p>PE2/1.1c Gymnastics Develop flexibility, strength, technique, control and balance</p> <ul style="list-style-type: none"> • Perform actions, shapes and balances consistently and fluently in specific activities. • Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. • Perform skills and actions more accurately and consistently in a performance 	<p><i>Dance</i></p> <p>PE2/1.1d Dance Perform dances using a range of movement patterns</p> <ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. • Perform dances expressively, using a range of performance skills. • Use and combine dance principles to create motifs and narratives. 	<p><i>Dance</i></p> <p>PE2/1.1d Dance Perform dances using a range of movement patterns</p> <ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. • Perform dances expressively, using a range of performance skills. • Use and combine dance principles to create motifs and narratives. 	<p>ATHLETICS</p> <p>PE2/1.1a Key Skills (including Athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>Fundamental Movement Skills</p> <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities</p>
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<p>Geog</p>	<p>Ge2/1.4a Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-To compare maps with aerial photographs. -To select a map for specific purpose (e.g Atlas to find the major rivers in xxx/OS map to locate places in the vicinity/simple GIS software to look at land use in a locality). -To use atlases to find out about features of places. -To follow routes and describe features used on OS maps. -To use thematic maps for different purposes.</p> <p>Scale -To use the scale on maps to measure distances. -To find and recognise places on maps of different scales.</p>	<p>Ge2/1.1c Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Tropics of cancer and Capricorn</p> <p>Greenwich Meridian linked to Space topic and night and day.</p> <p>Ge2/1.4b Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-To use 8 compass points confidently. -To use 4 figure grid</p>	<p>Ge2/1.1b Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time UK Country: N. Ireland in depth County Antrim, (Birthplace of the Titanic, Giant's Causeway) County Down, Londonderry</p> <p>Ge2/1.4c 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.</p> <p>To make sketch</p>	<p>Ge2/ 1.1a Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Poland and the rest of Eastern Europe S American countries Somalia (migration of our families)</p>	<p><i>Rainforest</i></p> <p>Ge2/1.2a Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America South America in depth. Research South American ethnicity in the UK. Ge2/1.3a Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Climate zones Biomes Vegetation belts</p>	<p><i>Rainforest</i></p> <p>Ge2/1.3b Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -Economic activity including trade links – S. American country. (Include Fairtrade)</p>
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references with confidence and accuracy.
-To begin to use 6 figure grid references to locate features on a map.
-To align a map with a route.

Symbols/ Keys

-To draw a sketch map using symbols and a key.
-To begin to recognise and use OS symbols.
-To appreciate maps cannot show everything.
-To use conventional map symbols in digital mapping software.

maps of area using scale, symbols and key.
To use a drawing program to make a plan of a small area.
To use digital mapping software to record information from an enquiry.
To begin to draw plans of increasing complexity, including scale plans.

<p>History</p>	<p>Victorians</p> <p>Hi2/2.1 Local History <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p><u>Victorians</u> Chronology of the Victorian era: Victorian Sheffield Victorian Childhood Victorian Reform Victorian Inventions (Florence Nightingale and Mary Seacole link Y2) Toys link (Y1) Compare the Victorian and more modern sections of the school – look for evidence of the past.</p> <p>Non-chronological report informed by knowledge of the key social features of the time. Street Child class reader</p>	<p><i>Brit since 1939</i></p> <p>Hi2/2.2 Extended chronological study – A significant turning point in British History: <u>Britain Since 1939</u> Causes and chronology of WW2 The Blitz Evacuations VE day 1950's , 1960's??? Space Race: link to Y1 work 1970's , 1980's ??? Local evacuations (from Heeley Station) Descriptive writing piece Biography Vehicle: War Boy Anne Frank's Diary</p>		
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<p>Computing</p>		<p>1.5 How do we collaborate online?</p> <ul style="list-style-type: none"> □ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration □ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>2.5 How do I create a radio advert?</p> <ul style="list-style-type: none"> □ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information □ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>3.5 How do I find and share data safely and responsibly?</p> <ul style="list-style-type: none"> □ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content □ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>4.5 How do I program physical systems?</p> <ul style="list-style-type: none"> □ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts □ use sequence, selection, and repetition in programs; work with variables and various forms of input and output □ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>5.5 How do I create maths games in Scratch?</p> <ul style="list-style-type: none"> □ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts □ use sequence, selection, and repetition in programs; work with variables and various forms of input and output □ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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<p>RSHE</p>	<p>Online Safety Os1) Control and consent [S1] Os2) Protecting our identity [P1] Os3) Meeting strangers online [P4] Os4) Personal Information, terms and conditions [C2] Os5) Analysing Digital</p>	<p>Our Communities C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4) How can I be a great citizen? C5a) Why is money important? C5b) How should I spend my money?</p>	<p>Staying healthy P1) Is there such a thing as the perfect body? P5) Where should I get my health information?</p>	<p>Keeping friendships healthy Fr1) What makes a close friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?</p>	<p>Understanding my feelings M3) Why do we argue? M4) Who am I?</p>	<p>Growing G1) How will my body change as I get older?</p> <p>Sx1) How do plants and animals reproduce? (<i>Taught through science</i>) (N.B. does not include sexual intercourse)</p>
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<p>RE</p>	<p><i>Christianity</i> What is expected of a person in following a religion or belief? learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2);</p> <p>use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion</p>	<p><i>Christianity</i> What is expected of a person in following a religion or belief? learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2);</p> <p>use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion</p>	<p>Places of worship Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire. pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);</p> <p>consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of</p>	<p>Places of worship Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire. pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);</p> <p>consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of</p>	<p><i>Impact of beliefs</i> <i>Buddhism</i> How do people' beliefs about God, the world and others have impact on their lives? Two from Muslims, Hindus and Buddhists explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2);</p> <p>describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example</p>	<p><i>Impact of beliefs</i> <i>Islam</i> How do people' beliefs about God, the world and others have impact on their lives? Two from Muslims, Hindus and Buddhists explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2);</p> <p>describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example</p>
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	<p>(B1);</p> <p>discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous?</p> <p>They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3).</p>	<p>(B1);</p> <p>discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous?</p> <p>They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3).</p>	<p>life, values and beliefs (B1);</p> <p>discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modeling, photo album descriptions and recounts, Q&A, poetry or art (C1).</p>	<p>life, values and beliefs (B1);</p> <p>discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modeling, photo album descriptions and recounts, Q&A, poetry or art (C1).</p>	<p>might be about the practice of harmlessness (A3);</p> <p>express their own ideas about religious issues and questions, giving reasons for their thoughts (A3);</p> <p>discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people (C1).</p>	<p>might be about the practice of harmlessness (A3);</p> <p>express their own ideas about religious issues and questions, giving reasons for their thoughts (A3);</p> <p>discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people (C1).</p>
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MFL	<p>1: Animals and classroom instructions</p> <p>Revise animals learnt in Y3. Revise classroom instructions.</p>	<p>6: Colours</p> <p>Be able to say and understand parts of the body. Be able to read, say and understand words for colours. Start to use a bilingual dictionary to find out plurals and genders.</p>	<p>11: Opinions about food</p> <p>Give opinions with reasons about food. Develop reading strategies to work out the meaning of new words. Learn a poem.</p>	<p>17: Personal descriptions</p> <p>Revise parts of the face and adjectival agreements. Be able to understand and describe hair colour and type. Be able to understand and describe eye colour.</p>	<p>23: Dictionary skills and pronunciation</p> <p>Revise the different words for 'my' in French (possessive adjectives). Improve dictionary skills. Learn how to pronounce the phoneme 'eu' correctly.</p>	
	<p>2: Animals and a poem</p> <p>Revise animals learnt in Y3. Learn words for four new animals in French. Start to learn how to use a bilingual French-English dictionary. Read and practise reciting an authentic French poem.</p>	<p>7: Monsters!</p> <p>Learn the words grand and petit to describe size. Learn five words for facial features. Learn how to find the plural form of nouns in a bilingual dictionary.</p>	<p>13: Shopping for food and pronunciation</p> <p>Read and act out a traditional tale. Revise 'je voudrais' and use it with different food items. Pronounce words with the 'e' sound.</p>	<p>18: Personal descriptions 2</p> <p>Combine with above. Revise parts of the face and adjectival agreements. Be able to understand and describe size. Be able to pronounce words with the 'r' sound accurately.</p>	<p>24: Clothes</p> <p>Learn words for clothing. Use mental associations to remember words. Be able to ask and answer the question <i>Que portes-tu?</i></p>	
	<p>3: Monsieur Gentil's day out</p> <p>Revise words for animals. Listen to and respond to a French story. Present an authentic French</p>	<p>8: Adjective agreements</p> <p>Start to understand that adjectives must agree with the noun they describe. Start to recognise the adjective agreement rule.</p>	<p>14: Numbers 1-15 revision and months</p> <p>Revise food items and numbers 1-15. Learn words for months. Pronounce words with the 'an' sound.</p>	<p>19: Celebrity descriptions</p> <p>Be able to describe someone else using the third person. Be able to use adjectives correctly in a sentence. Enjoy a traditional</p>	<p>25: Clothes and colours</p> <p>Revise words for clothing and colours. Use colours to describe clothing with correct adjectival agreements.</p>	

	poem.	Start to apply the adjective agreement rule.		story.	Understand and write a short description of an outfit.	
	4: Talk4Writing: learning a story Listen to and respond to a French story. Learn part of a story using actions to support memorisation. Present an authentic French poem.	10: Food Learn some words for food items. Pronounce words with the 'on' and 'om' nasal sounds. Learn part of a story.	15: Numbers 1-31 and French maths Revise words for months and numbers 1-15. Learn numbers 16-31. Be able to do some maths in French including division and multiplication.	21: Family Learn words for family members. Start to recognise different words for 'my' in French. Be able to ask and answer the question <i>Tu as des frères ou des sœurs?</i>	28: Revision Revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family.	
	5: Parts of the body Learn parts of the body, being able to say and understand them orally. Be able to read and write parts of of the body. Be able to identify the 'ou' sound and say a tongue twister with the sound in.	6: Colours Be able to say and understand parts of the body. Be able to read, say and understand words for colours. Start to use a bilingual dictionary to find out plurals and genders.	11: Opinions about food Give opinions with reasons about food. Develop reading strategies to work out the meaning of new words. Learn a poem.	22: Possessive adjectives Revise words for family members. Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'.		