

Year 5 Curriculum Overview 2020–21

Subject	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">ENGLISH</p> <p style="text-align: center;">Reading And Writing</p> <p>Note: Reading and Writing skills to be taught through both whole class teaching and targeted conferences.</p> <p>Skills should be revisited and built upon each term</p>	<p style="text-align: center;"><u>Reading</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Identifies examples of effective description that evoke time or place commenting both on word and sentence choice Uses a range of strategies to identify the meaning of new vocabulary <p><u>Retrieving</u></p> <ul style="list-style-type: none"> Comments on use of language using terminology including onomatopoeia, metaphor, personification Comments on how a character is built and presented, referring to dialogue, action & description <p><u>Predicting</u></p> <ul style="list-style-type: none"> Identifies whether changes in characters met or challenged the reader’s expectations <p style="text-align: center;"><u>Writing</u></p> <p><u>Effect on Audience</u></p> <ul style="list-style-type: none"> Begins to consciously control sentence structures in their writing Develops some aspects of characterisation through what characters say and do Maintain an appropriate balance between dialogue and narrative Uses expressive and figurative language <p><u>Sentence structure and punctuation</u></p> <ul style="list-style-type: none"> Uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events 	<p style="text-align: center;"><u>Reading</u></p> <p><u>Retrieving</u></p> <ul style="list-style-type: none"> Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information Identifies and compares underlying themes in a range of narrative texts <p><u>Analysing</u></p> <p>Analyses the structure of more complex non-linear texts (fiction and non-fiction / print or electronic) e.g. stories with flashbacks or other time shifts; hyperlinked web pages</p> <p style="text-align: center;"><u>Writing</u></p> <p><u>Effect on Audience</u></p> <ul style="list-style-type: none"> Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect <p><u>Sentence structure and punctuation</u></p> <ul style="list-style-type: none"> Ensures correct subject and verb agreement when using singular and plural Selects the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate 	<p style="text-align: center;"><u>Reading</u></p> <p><u>Comparing</u></p> <ul style="list-style-type: none"> Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue <p style="text-align: center;"><u>Writing</u></p> <p><u>Effect on Audience</u></p> <p>Engages reader and sustains interest in narrative and non-fiction Makes use of structures that do not reflect spoken language</p> <p><u>Sentence structure and punctuation</u></p> <ul style="list-style-type: none"> Where appropriate, maintain tense consistently; where shifts in tense occur, moves between past, present and future with some confidence <p><u>Text organisation</u></p> <ul style="list-style-type: none"> Uses devices to build cohesion within a paragraph Constructs appropriate introductions and conclusions in non-fiction and varies openings and endings in narrative

	<ul style="list-style-type: none"> Places commas, mostly accurately, to clarify meaning or avoid ambiguity Uses pronouns to avoid repetition where appropriate 	<ul style="list-style-type: none"> Uses brackets, dashes or commas for parenthesis Indicates degrees of possibility using adverbs or modal verbs 	
<p>ENGLISH Objective for across all terms</p>	<p><u>Reading behaviours and fluency</u></p> <ul style="list-style-type: none"> Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further Justifies personal response to particular texts and characters with evidence <p><u>Spelling</u></p> <ul style="list-style-type: none"> Spells most words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading Spells most words relating to the statements from previous year groups correctly, after independent proof-reading <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed <p><u>Editing and Self Evaluation</u></p> <ul style="list-style-type: none"> Evaluates and edits own and others writing for vocabulary, punctuation, grammar and spelling Proof reads for spelling and punctuation errors 		
<p>MATHS Herts Essentials</p>	<p><u>Maths Herts Essentials</u></p> <ul style="list-style-type: none"> Place Value and Rounding of Large Numbers Interpret Negative Numbers- Place Value of Numbers with up to Three Decimal Places Multiply and Divide by 10, 100 and 1,000 Properties of Number – Multiples, Factors and Common Factors, Prime and Composite Numbers Multiply and Divide Mentally Solve Problems Involving Knowledge of Key Facts Add and Subtract Using a Range of Strategies Add and Subtract Using Formal Written Methods Formal Written Methods for Multiplication Formal Written Method of Short Division Equivalent Fractions Compare and Order Fractions Adding and Subtracting Fractions. <p><i>Remaining weeks should be review and close the gap sessions focusing upon high value learning</i></p>	<p><u>Maths Herts Essentials</u></p> <ul style="list-style-type: none"> Problem Solving – All Four Operations Multiply Fractions by Whole Numbers- proper Fraction Problem Solving Measure – Converting Units of Measure Area Volume and Capacity Percentages Problem Solving – Percentages 3-D Shapes from 2-D Representations Reflection and Translation Perimeter Estimate, Compare, Measure and Draw Angles Identify Unknown Angles <p><i>Remaining weeks should be review and close</i></p>	<p><u>Maths Herts Essentials</u></p> <ul style="list-style-type: none"> Formal Methods for Division and Multiplication in Increasingly Complex Problems Strategies for Multiplication and Division (Mental and Written) Solving Problems involving Scaling by Simple Fractions and Rates Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling Conversion of Imperial and Metric Units of Measure Fractions, Decimals and Percentages Problem Solving

	<p style="text-align: center;"><u>Additional activities</u></p> <ul style="list-style-type: none"> • <i>Weekly Beat That activities</i> • <i>Times Tables Rock Stars</i> • <i>Fluency activities and focused conferences</i> 	<p><i>the gap sessions focusing upon high value learning</i></p> <p style="text-align: center;"><u>Additional activities</u></p> <ul style="list-style-type: none"> • <i>Weekly Beat That activities</i> • <i>Times Tables Rock Stars</i> • <i>Arithmetic Tests once the children are ready</i> • <i>Fluency activities and focused conferences</i> 	<ul style="list-style-type: none"> • Reading Timetables and Calculating with Time • Solve Problems involving the Four Operations • Distinguish between Regular and Irregular Polygons • Use Properties of Rectangles • Statistics -Solve Comparison, Sum and Difference Problems using Information in a Line Graph • Statistics – Interpreting and Evaluating Information Presented in Charts and Tables • Roman Numerals. <p><i>Remaining weeks should be review and close the gap sessions focusing upon high value learning</i></p> <p style="text-align: center;"><u>Additional activities</u></p> <ul style="list-style-type: none"> • <i>Weekly Beat That activities</i> • <i>Times Tables Rock Stars</i> • <i>Arithmetic tests</i> • <i>Fluency activities and focused conferences</i>
<p>SCIENCE</p>	<p><u>Throughout the year and in all topics, we will continue to work on our ‘Working Scientifically’ skills;</u> <u>Throughout the year and in all topics, we will continue to incorporate STEM skills (Science, technology, engineering and Maths skills) and Higher Order Thinking Skills.</u></p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables in a fair test. Children need to expand on their reasons using the as “If I were to..., When I ..., Compared to...” to strengthen independent thinking. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate to check validity. (This includes using STEM skills to compare and contrast accurately, computer logging and other computing data software.) Deepen reasons for doing this. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, <u>scatter graphs*</u>, <u>bar and line graphs*</u> (* These are new skills and require STEM cross curricular teaching) • Using test results to make predictions to set up further comparative and fair tests. Children to use given phrases such as “compared to..., if I were to explain...” to articulate in more detail. 		

- Deepening from year 4 ...**reporting and presenting findings from enquiries**, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations including the use of effective computing programmes

- **Identifying scientific evidence that has been used to support or refute ideas or arguments** (*including the use of computing to gather information*)

Deepen how Science is used in the real world and in various STEM careers and encourage children to explore key areas of interest

Materials

Forces and Processes

Growth and survival

Change of materials

Forces

Life cycles

Learning Intentions

Learning Intentions

Learning Intentions

- 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

- **Build on Year 3-** magnetic poles...explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird **building on previous experiences and knowledge from younger year groups.**

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

- **Build on Year 3 ...**where they had to Compare and explain how things move on different surfaces ...identify the effects of air resistance, water resistance and friction, that act between moving surfaces

- Describe the life process of reproduction in some plants and animals

- Build on knowledge of solids, liquids and gases from **year 4** to decide how mixtures might be separated, including through filtering, sieving and evaporating

- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

- Describe the changes as humans develop to old age linked to SRE.

- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Earth and Space

Learning Intentions

- Demonstrate that dissolving, mixing and changes of state are reversible changes

- 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

		<ul style="list-style-type: none"> • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. 	
<p>COMPUTING <i>RISING STARS SCHEME</i></p>	<p>Create and use a block language based game Link Rising Stars 5.1 We are game developers</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Create an original art work for a game • Design and create a computer programme for a computer game • Use sequences, selection, repetition and variables • Detect errors in your computer game • Use integrative development techniques to improve your game <p><u>National curriculum objectives :</u></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. • 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 ... <p>Crack codes – Morse code, semaphore and Caesar cypher Link Rising Stars 5.2 we are cryptographers</p>	<p>Use blogs to share learning and experiences Link Rising Stars 5.5 we are bloggers</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Become familiar with blogs as a medium and genre for writing • Create a sequence of a blog posts on a theme • Incorporate additional media to the blog • Comment on the posts of others • Develop a critical, reflective view of a range of media including text • Use the medium of blogging safely and with respect <p><u>National Curriculum Objectives:</u></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. • 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>Create a virtual space using basic CAD and Minecraft Link Rising Stars 5.6 We are architects and VR</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Understand how architects and designers work in 3D • Develop a familiarity with simple CAD • Develop spatial awareness by exploring and experimenting with a 3D virtual environment • Use VR to aid spatial awareness • Develop greater aesthetic awareness <p><u>National Curriculum Objectives:</u></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. • 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.

	<p style="text-align: center;"><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • LI to be familiar with semaphore and Morse code • LI to understand the need for private information to be encrypted • LI to encrypt and decrypt messages in simple ciphers • LI to appreciate the need to use complex passwords and to keep them secure • LI to understand how encryption works on the web <p><u>National curriculum objectives:</u></p> <ul style="list-style-type: none"> • Use logical reasoning to explain how some simple • Algorithms work and to detect and correct errors in algorithms and programs. • 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour • Identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> • be discerning in evaluating digital content. <p>Use a computer programme to create a fusion of geometry and art Link rising Stars 5.3 We are artists</p> <p style="text-align: center;"><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Develop research skills to select appropriate information • Understand elements of search engines and use them safely • Question the plausibility and quality of information • Develop and refine ideas and texts collaboratively • Understand online safety and responsible use of technology <p><u>National Curriculum Objectives:</u></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. • 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; 	<p>Use a computer programme to create a fusion of geometry and art Link rising Stars 5.3 We are artists</p> <p style="text-align: center;"><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Develop an appreciation of the links between geometry and art • Become familiar with the tools and techniques of vector graphics • Understand turtle graphics • Experiment, refine and develop your work • Evaluate the work of others • Develop an awareness of computer generated art • Use fractal – based landscapes <p><u>National Curriculum Objectives:</u></p> <ul style="list-style-type: none"> • 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. • 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,
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		<ul style="list-style-type: none"> Identify a range of ways to report concerns about content and contact 	evaluating and presenting data and information.
E SAFETY	<p>E Safety is embedded across all units and there is a yearly focus week</p> <p>National Curriculum Objective – use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		
Cross Curricular links	<p>Computing will also be an integral part of all areas of the curriculum.</p> <p>Google tools, Microsoft tools, The Google classroom and a variety of software (used on iPads, chrome books and PCs), will enhance the curriculum across all areas.</p>		
<p>HISTORY</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a non-European society that provides contrasts with British history – Mayan civilization c. AD 900 	<p>Subject content: British History</p> <p>-Britain's settlement by Anglo-Saxons and Scots -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Historical Skills: Chronology: Continue to develop chronologically secure knowledge of history. -Demonstrate a secure ability to identify narratives within and across time periods studied <i>Place on a timeline with Romans, Egyptians, Stone Age- Iron Age (prior learning)</i> -Note connections, contrasts and trends overtime. <i>How does this differ from the Romans?</i></p> <p>Historical Terms: -Invasion, Settlement/ settler, Invaders, Kingdom of England -primary sources and secondary sources -decades, years, centuries, millennia, eras, epochs, AD, ACE, BC, BCE and so on.</p> <p>Historical Enquiry: -Regularly address and devise historically valid questions <i>Who are the Anglo Saxons? Scots? Picts? Who are the Vikings? Where do they come from?</i> -understand how knowledge of the past is constructed from a range of sources (variety of primary and secondary sessions, online transcripts, inventories, instruction manuals, research papers, pictures)</p>	<p>Subject content: British History (continued for Spring 1)</p> <p>-Britain's settlement by Anglo-Saxons and Scots -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Historical Skills: Historical Concepts: -Describe/ make links between main events, situations and changes within and across the different periods/societies. <i>How does this invasion differ from that of the Romans?</i> -Identify and give reasons for, results of, historical events, situations, changes <i>The Norman Conquest and The Battle of Hastings (linked to Edward the Confessor)</i> -Describe social, cultural, religious and ethnic diversity in Britain and the wider world. <i>Compare and contrast life in different time periods. What would life have been like in 450AD? 866AD? 1066AD?</i> -Compare Anglo-Saxon religion to Viking. <i>Compare burial traditions?</i> -Identify historically significant people and events in situations. <i>Saint Patrick- linked to the Scots</i> <i>Who is Alfred the Great?</i></p>	<p>Subject content: World History: a non-European society that provides contrasts with British history – -Mayan civilization c. AD 900</p> <p>Historical Skills: Historical Enquiry: -Regularly address and devise historically valid questions -Construct informed responses -Selecting and organising relevant historical information accurately -Understand that different versions of the past may exist, giving reasons from this. <i>Think about the perspective of the Mayan people during the invasion. Discuss lack of evidence to support this.*</i></p> <p>Historical Concepts: -Describe/ make links between main events, situations and changes within and across the different periods/societies. <i>Begins in 2000BC- compare with Ancient Egyptians.</i> -Identify and give reasons for, results of, historical events, situations, changes</p>

	<p><i>More detailed look at Sutton Hoo and archaeological evidence.</i></p> <ul style="list-style-type: none"> -Construct informed responses -Selecting and organising relevant historical information accurately -Understand that different versions of the past may exist, giving reasons from this. 	<p><i>Who is Edward the Confessor? Who was William the Conqueror?</i></p> <p><u>World History: (Spring 2)</u> a non-European society that provides contrasts with British history –</p> <ul style="list-style-type: none"> -Mayan civilization c. AD 900 <p>Historical Skills:</p> <p><u>Chronology:</u> Continue to develop chronologically secure knowledge of history.</p> <ul style="list-style-type: none"> -Demonstrate a secure ability to identify narratives within and across time periods studied <i>Add to timeline created in the Autumn term.</i> <p><u>Historical Terms:</u></p> <ul style="list-style-type: none"> - Ancient/ earliest/ first civilisations -decades, years, centuries, millennia, eras, epochs, AD, ACE, BC, BCE and so on. 	<p><i>The fall of Chichen Itza/ abandonment of failing city states.</i></p> <p><i>Spanish conquistadors</i></p> <ul style="list-style-type: none"> -Describe social, cultural, religious and ethnic diversity in Britain and the wider world. <p><i>Comparison between modern day UK and Mayan life. Compare: religion and worship (compare to Judaism or Christianity); monarchies and societies; social elements (Pok-a-tok and football or other widely followed sport)</i></p> <ul style="list-style-type: none"> -Identify historically significant people and events in situations. <p><i>Learn about the invasion of Spanish Conquistadors.*</i></p>
<p>GEOGRAPHY</p> <p>Units of work:</p> <ul style="list-style-type: none"> -The Americas -Fieldwork <p>Geographical Knowledge and skills covered:</p> <ul style="list-style-type: none"> Locational knowledge Place knowledge Human and Physical geography Geographical skills and fieldwork 	<p><u>The Americas</u></p> <p><u>Locational Knowledge:</u> Using locational knowledge gained about the UK and Europe, locate North and South America. Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) (refer back to year 4 learning) <p><u>Geographical Skills and Fieldwork:</u></p> <p><u>Map Skills</u> Begin to use atlases to find out other information (e.g. temperature)</p> <p><u>Physical Geography:</u></p>	<p><u>The Americas</u></p> <p><u>Place Knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom compared to a region within North or South America.</p> <p><u>Human Geography:</u> economic activity including trade links</p> <p><u>Fieldwork</u></p> <p><u>Geographical Skills and Fieldwork:</u></p> <p><u>Map Skills</u> Compare maps with aerial photographs Select a map for a specific purpose</p>	<p><u>Fieldwork</u></p> <p><u>Geographical Skills and Fieldwork:</u></p> <p><u>Map Skills</u> Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly</p> <p><u>Geographical Skills and Fieldwork:</u></p> <p><u>Fieldwork</u></p>

	climate zones, (as well as building upon existing knowledge from the previous year group)	Find and recognise places on maps of different scales	Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns Use photographic evidence in their investigations LI: To analyse and present data
ART	<p style="text-align: center;"><u>Drawing</u></p> <p>Drawing & Mark-making: using full range of drawing tools and techniques to build on EYFS/KS1/Year 3/Year 4 skills and develop new skills. Children use coloured chalk or oil pastels to draw from observation: a still life or outdoor scene. To focus on framing. Experiment with making a cardboard viewfinder (the closer to the eye, the more there is in the frame. The further away, the less there is in the picture). Experiment with moving the frame around until they have a satisfying arrangement of objects/components: a composition. Create different drawings of the same still life/scene, first from distance = macro - full scene/object, then selecting an area for detailed focus using cardboard frame and creating a detailed, textured micro drawing. Children begin to experiment with mixed media, combining blended pastel colours with monochrome felt pen/pencil detailing and patterning.</p>	<p style="text-align: center;"><u>Painting</u></p> <p>Contrasting colours: Children consolidate their learning about contrasting colour for effect and experiment with using colours from the opposite sides of the colour wheel to create a painting. Painting Project: World Culture Children match the bold, contrasting colours of a particular artist from outside of Europe (e.g. Africa/ Australasia/South America) and examine their style of brushwork/mark-making and use of pattern and symbols (building on their introduction to shapes and patterning from Year 2 through to Year 4). The children focus on producing a painting that is highly patterned and textured. They begin to experiment with mixing media, such as collaging elements of the painting (with</p>	<p style="text-align: center;"><u>3D</u></p> <p>Clay - Artist's Project: Children study the work of a particular artist/sculptor (e.g. Shaun Tan) and make sketches. They analyse the use of form and think about the suitability and use of the material, balance/weight and colour. They begin to explore the use of inference and visual metaphor in sculpture, looking for hidden meaning, themes and symbolism in the artist's work. They use fictional narrative as a context and create 3D clay models of characters/animals that reflect the situation/ emotions of the characters. They learn to create hollow models with a hole in the base (to prevent cracking</p>

	<p style="text-align: center;">Learning Intentions</p> <p>LI to research the drawing techniques of chalk and oil pastel artists</p> <p>LI to practise skills, exploring how to use coloured chalk and oil pastels</p> <p>LI to draw a still life/outdoor scene from observation, beginning to think about perspective</p> <p>LI to use a viewfinder to create a compositional frame for a drawing</p> <p>LI to create contrasting scaled drawings, experimenting with mixed media</p> <p>LI to evaluate a final piece and rework</p>	<p>textiles/wood/yarn and painting over them) or using felt pen over paint.</p> <p>Introduction to Conceptualism: Children begin to explore conceptual understanding of artists' work (Aboriginal/African/Asian) and start to learn how to infer meaning from images. They discuss visual themes, art as a means of visual communication, symbolism and mood. Their final painting uses basic symbols to convey meaning.</p> <p style="text-align: center;">Learning Intentions</p> <p>LI to research the painting style of an artist from outside of Europe</p> <p>LI to understand the term, conceptualism, inferring meaning from an image</p> <p>LI to be able to mix primary, secondary and tertiary colours to match an artist's palette</p> <p>LI to practise skills using a range of marks, patterns, textures and mixed media</p> <p>LI to interpret an artist's style and palette, to create a painting using pattern, texture and symbolic elements (link to computer generated art)</p> <p>LI to evaluate a final image and its emotive impact (and rework)</p>	<p>when drying) and paint their models, choosing colour to evoke mood. Their modelling becomes more sophisticated and conceptual, telling a story of its own. They begin to understand that they are consumers of imagery and that their work must communicate to an audience.</p> <p style="text-align: center;">Learning Intentions</p> <p>LI to research the life and work of Shaun Tan, considering visual metaphor</p> <p>LI to research a contrasting 3D artist (Rohan Brown or Yinka Shonibare) and write an appraisal of their work</p> <p>LI to practise skills, creating hollow clay models, refining load-bearing, texture and joining techniques</p> <p>LI to use a variety of sketching techniques to plan a 3D sculpture of a character with a literary stimulus (The Jabberwocky/The Singing Bones)</p> <p>LI to create a 3D sculpture of a character, considering the use of form and colour to evoke mood</p> <p>LI to evaluate a 3D sculpture and its effects on an audience</p>
<p style="text-align: center;">DESIGN TECHNOLOGY</p>	<p>Structures: Frame structures Designing Learning Intentions</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Investigate and evaluate a range of existing frame structures. 	<p>Electrical Systems: More complex switches Designing Learning Intentions</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take 	<p>Food: Celebrating culture and seasonality Designing Learning Intentions</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief

	<ul style="list-style-type: none"> • Research key events and individuals relevant to frame structures. • 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. <p>Making Learning Intentions</p> <ul style="list-style-type: none"> • 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. <p>Evaluating Learning Intentions</p> <ul style="list-style-type: none"> • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. <p>Technical knowledge and understanding Learning Intentions</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. 	<p>account of constraints including time, resources and cost.</p> <ul style="list-style-type: none"> • Investigate famous inventors who developed ground-breaking electrical systems and components. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches and pictorial representations of electrical circuits or circuit diagrams. <p>Making Learning Intentions</p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p>Evaluating Learning Intentions</p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. 	<p>and criteria for a design specification.</p> <ul style="list-style-type: none"> • Understand how key chefs have influenced eating habits to promote varied and healthy diets (e.g. Jamie Oliver and healthy school meals). • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p>Making Learning Intentions</p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of • ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating Learning Intentions</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/
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		<p>Technical knowledge and understanding</p> <p>Learning intentions</p> <ul style="list-style-type: none"> • Understand and use appropriate electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. 	<p>graphs/ charts such as star diagrams.</p> <ul style="list-style-type: none"> • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. <p>Technical knowledge and understanding</p> <p>Learning intentions</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. 		
<p>PSHE</p>	<p>There are three core themes throughout our PSHE lessons: Health and Wellbeing, Relationships and Living in the Wider World. Each half term is structured around an overarching question which stems from one of the themes (although some half term blocks will draw on more than one of the themes). Teaching develops throughout the school by revisiting themes year on year, building on and extending prior learning according to the age and needs of the pupils.</p>				
<p>What makes up our identify?</p> <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal 	<p>What decisions can people make with money?</p> <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current 	<p>How can we help in an accident or emergency?</p> <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head 	<p>How can friends communicate safely?</p> <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively 	<p>How can drugs common to everyday life affect health?</p> <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine, and medicines) can 	<p>What jobs would we like?</p> <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> • that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others, and

	<p>qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <ul style="list-style-type: none"> • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about other 	<p>accounts/savings; store card/ credit cards; loans)</p> <ul style="list-style-type: none"> • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost, or stolen) and how money can affect people's feelings and emotions 	<p>injury, they should not be moved</p> <ul style="list-style-type: none"> • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<ul style="list-style-type: none"> • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>affect health and wellbeing</p> <ul style="list-style-type: none"> • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any 	<p>some may be voluntary (unpaid)</p> <ul style="list-style-type: none"> • about the skills, attributes, qualifications, and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships, and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
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					worries or concerns about drugs	
<p>RE</p> <p>Hertfordshire Agreed Syllabus of Religious Education 2017–2022: Christianity and Judaism</p> <p>The four main areas covered are:</p> <p>Sources of Wisdom; Identity and Belonging; Prayer, Worship and Reflection and Human Responsibilities and Values.</p>	<p><u>Sources of Wisdom</u></p> <p>What makes a source of wisdom? Pupils investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities. Texts might include The Lord’s Prayer, the Gospels, the Torah, Psalms. Pupils interpret what sources of wisdom communicate to followers and their impact on groups of faith and belief. Explore key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?).</p>	<p><u>Identity and Belonging</u></p> <p>Explore the incarnation through the Christmas story UC2b.4 Was Jesus the Messiah? Express what belonging and faith means in Christianity and Judaism. Explore and compare the lives of key leaders from contemporary life. Ask what it means to be a religious leader and how leadership impacts the lives of Followers. Express insights in to modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and Kosher). Through the stories of Moses and Jesus, explore key events from history. Learn about the common themes and symbolism of Passover and Easter and how these are connected. Raise questions of faith, discover the main Christian and Jewish groups represented in Britain today.</p>	<p><u>Prayer, Worship and Reflection</u></p> <p>Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. They observe how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and differences. They question whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord’s Prayer, the Shema), might enhance worship. They experience the importance of collective and private space/stillness/silence/yoga as a form of worship and write some prayers or meditations suited to a particular occasion and tradition.</p> <p><u>Human Responsibilities and Values</u></p> <p>How can people live together for the wellbeing of all? Considering our social and environmental responsibilities, pupils discover and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions. They think about why they should care, what is important and what may influence a community and individual’s choices. They compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). Pupils think</p>			

						about God in the light of the values of fairness and equality, love, caring and sharing. (UC 2b.5 What would Jesus do?)
MUSIC	<p>NC objectives:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • improvise and compose music for a range of purposes using the inter-related dimensions of music. • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music. <p>Through Charanga continuously focusing and developing the skills of:</p> <ul style="list-style-type: none"> •listening to pulse, rhythm, pitch, dynamics, tempo •singing •playing instruments •improvisation of simple voice or instrumental patterns •composition •performance as an individual or in a group 					
<p>MUSIC CHRANGA Scheme</p> <p>Across the year, every unit will include skills from all of the areas: -listening and appraising -musical activities -performing</p>	<p>Charanga unit 1: Livin’ On A Prayer Rock anthems: • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin’ All Over The World by Status Quo • Johnny B.Goode by Chuck Berry • I Saw Her Standing There by The Beatles</p>	<p>Charanga unit 2: Classroom Jazz 1 Listen & Appraise (descriptions for all strands as above) Musical Activities: • Playing • Improvisation Perform/Share</p>	<p>Charanga unit 3 : Make You Feel My Love Pop ballads: • Make You Feel My Love by Bob Dylan – Adele version • Make You Feel My Love - Bob Dylan version • So Amazing by Luther Vandross • Hello by Lionel Richie</p>	<p>Charanga unit 4: Fresh Prince of Bel-Air Old School Hip Hop: • Fresh Prince Of Bel-Air by Will Smith • Me, Myself And I by De La Soul • Ready Or Not by The Fugees • Rapper’s Delight by The Sugarhill Gang • U Can’t Touch This by MC Hammer</p>	<p>Charanga unit 5: Dancing In The Street Motown: • Dancing In The Street by Martha And The Vandellas • I Can’t Help Myself (Sugar Pie Honey Bunch) by The Four Tops • I Heard It Through The Grapevine by Marvin Gaye</p>	<p>Charanga unit 6: Reflect, Rewind and Replay Revision and deciding what to perform. Listen to Western Classical Music. The language of music</p>

			<ul style="list-style-type: none"> ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley 	<ul style="list-style-type: none"> ● It's Like That by Run DMC 	<ul style="list-style-type: none"> ● Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life by Stevie Wonder ● The Tracks Of My Tears by Smokey Robinson And the miracles 	
<p>SPANISH Language Angels Scheme</p>	<p>LANGUAGE ANGELS: Me Presento (Presenting myself)</p> <ul style="list-style-type: none"> - Recognise familiar vocabulary when listening to a text being read aloud. - Use spontaneously, a limited range of phrases and sentences to seek clarification and help. -Have the vocabulary to give the opinions they want and express confidently. - Pronounce and use the alphabet with increasing accuracy. - Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. - Apply phonic knowledge when meeting new words. - Write three or four sentences using word/phrase bank 	<p>LANGUAGE ANGELS: La Familia (The family)</p> <ul style="list-style-type: none"> - Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points - Identify specific sounds in familiar and unfamiliar words. - Use simple conjunctions so that they can create more complex sentences. - Work with a partner to work out a short text containing familiar and unfamiliar language. - Write more interesting sentences by adding one or two simple conjunctions. 	<p>LANGUAGE ANGELS: Mi Casa (My home)</p> <ul style="list-style-type: none"> - Enjoy the challenge of working out the meaning of unfamiliar language. - Attempt to write two or three sentences from memory using familiar language. - Explain confidently the word order for familiar adjectives. - Use the negative to give answers to simple questions independently. - Adapt endings to familiar adjectives with increasing accuracy. - Begin to apply correct endings to a few possessive articles. 			

<p>PE</p> <ul style="list-style-type: none"> • INVASION GAMES • GYMNASTICS • DANCE • NET AND WALL GAMES • STRIKING AND FIELDING • MULTISKILLS and ATHLETICS 	<p>Autumn 1: Invasion Games CHILDREN WILL BE TAUGHT TO:</p> <p>-Show ways to keep ball away from defenders. -How to shield the ball. -Change speed, direction with ball to get away from defender. - Shoot accurately in a variety of ways .-Mark an opponent. A&D - Watch and evaluate the success of the games they play in. -Identify parts of the game that are going well and parts that need improving. -Explain how confident they feel in different positions. -Suggest what they need to practice to enjoy game more. -Change pitch size to make games better. E&I</p>	<p>Autumn 2 : Gymnastics CHILDREN WILL BE TAUGHT TO:</p> <p>-Explore range of symmetric and asymmetric actions, shapes and balances. -Control actions and combine them fluently. -Be aware of extension, body tension and control -Move from floor to apparatus, change levels and move safely. - Combine movements with other in a group (matching and mirroring). A&D -Watch a performance and evaluate its success. -Identify what was performed well and what needs improving Choose a focus for improvement. -Identify one or two aspects of their performance to practice and improve. E&I</p>	<p>Spring 1 : Dance CHILDREN WILL BE TAUGHT TO:</p> <p>-Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. A&D -Organise their own warm up and cool down activities to suit the dance. -Show an understanding of why it is important. H&F</p>	<p>Spring 2 : Net and Wall Games CHILDREN WILL BE TAUGHT TO:</p> <p>-Hold and swing racket and where to stand on the court when hitting, catching and receiving. -Hit the ball on both sides of the body and above head. -Use different types of shots during a game. -Improve accuracy. A&D -Explain why they or others are playing well in the games. -Know what they need to get better at and what to practice -Know how to change court to make easier. -Understand practices to help with precision and consistency and speed about the court. E&I</p>	<p>Summer 1 : Striking and Fielding Games CHILDREN WILL BE TAUGHT TO:</p> <p>-Develop the range and consistency of their skills, especially in specific striking and fielding games. A&S -Know how to warm up. -Understand what to include in a warm up in order to improve performance. -Understand why exercise is good for their fitness, health and well-being. H&F</p>	<p>summer 2: Multi skills and Athletics CHILDREN WILL BE TAUGHT TO:</p> <p>-Choose their favourite ways of running, jumping and throwing -Choose the best equipment for different activities. -Knowhow to plan a run so they pace themselves evenly or unevenly. -Plan to cover distances as a team to get the best results possible. -Mark a run up for jumping and throwing. -Set themselves and others targets in different events. S&A -Watch a partner's athletic performance and identify the main strengths. -Identify parts</p>
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						of the performance that need to be practised and refined, and suggest improvements. E&I
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