

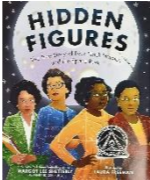
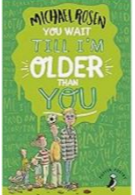






# The Greville Primary School - Year 5 Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	 <b>Core Text</b> Holes by Louis Sachar	 <b>Core Text</b> Armstrong	 <b>Core Text</b> Hidden Figures - Margot Lee Shetterly	 <b>Core Text</b> You Wait Until I'm Older Than You by Michael Rosen	 <b>Core Text</b> The Explorer by Katherine Rundell	 <b>Core Text</b> Percy Jackson and the Lightning Thief – Rick Riordan
<b>Reading</b>	<p><b>Core skills taught across all texts.</b></p> <ul style="list-style-type: none"> <li>● apply knowledge of morphology and etymology when reading new words               <ul style="list-style-type: none"> <li>● read and discuss a broad range of genres and texts</li> <li>● support inferences and predictions with evidence                   <ul style="list-style-type: none"> <li>● discuss authors use of language</li> </ul> </li> </ul> </li> <li>● retrieve and present information from fiction and non-fiction texts               <ul style="list-style-type: none"> <li>● summarise key information</li> </ul> </li> </ul>					
<b>English</b>	<b>Holes – Louis Sachar</b> - Setting description - Character description - Diary entry  <b>The Midnight Fair – Gideon Sterer</b> - Narrative – writing the text	<b>Armstrong</b> - Informal letter writing - Non-chronological report - Quest story  <b>Free Verse Poetry</b> - Free verse poem	<b>The Highwayman – Alfred Noyes</b> - News reel/report  <b>Hidden Figures – Margot Lee Shetterly</b> - Biography	<b>The Piano – Video Stimulus</b> - Narrative – flashbacks (tense)  <b>Writing linked to Geography</b> - Persuasive Speech – protecting our oceans - Balanced argument	<b>The Explorer – Katherine Rundell</b> - Survival Guide (explanation text) - Descriptive narrative	<b>Percy Jackson and the Lightning Thief – Rick Riordan</b> - Soliloquy - Diary entry - Narrative – writing a new chapter - Narrative – portal story
<b>Maths</b>	<b>Place Value</b> - Number to a million - Roman numerals to 1,000 - Round to the nearest 10, 100 and 1000 - Compare and order numbers to a million - Round numbers to a million - Counting in 10s, 100s, 1,000s, 10,000s and 100,000s  <b>Addition and Subtraction</b> - Add whole numbers with more than 4- digits (column method) - Subtract whole numbers with more than 4-digits (column method) - Round to estimate and approximate - Inverse operations (addition and subtraction) - Multi-step addition and subtraction problems	<b>Multiplication and Division</b> - Multiples and Factors - Common factors - Prime numbers Square numbers - Cube numbers - Multiplying by 10, 100 and 1000 - Dividing by 10, 100 and 1000 - Multiples of 10, 100 and 1000  <b>Fractions</b> - Equivalent fractions - Improper fractions to mixed numbers - Mixed numbers to improper fractions - Number sequences - Compare and order fractions less than 1 - Compare and order fractions greater than 1 - Add and subtract fractions - Add fractions within 1 - Add 3 or more fractions Add mixed numbers	<b>Multiplication and Division</b> - Multiply 4-digits by 1-digit - Multiply up to 4-digits by 2-digits - Divide 4-digits by 1-digit - Divide with remainders  <b>Fractions</b> - Subtract fractions. - Subtract mixed numbers - Subtract – breaking the whole - Multiply unit fractions by an integer - Multiply non-unit fractions by an integer - Multiply mixed numbers by integers - Fraction of an amount - Using fractions as operators	<b>Decimals and Percentages</b> - Decimals up to 2 d.p - Decimals as fractions - Understand thousandths - Rounding decimals. - Order and compare decimals - Understand percentages - Percentages as fractions and decimals - Equivalent F.D.P.  <b>Perimeter and Area</b> - Measure perimeter - Calculate perimeter - Area of rectangles - Area of compound shapes - Area of irregular shapes  <b>Statistics</b> - Read, interpret and draw line graphs - Use line graphs to solve problems - Read and interpret tables - Two-way tables Timetables	<b>Properties of shape</b> - Measuring angles with a protractor - Drawing lines and angles accurately - Calculating angles on a straight line - Calculating angles around a point - Calculating lengths and angles in shapes - Regular and irregular polygons - Reasoning about 3D shapes  <b>Position and Direction</b> - Position in the first quadrant - Reflection. - Reflection with coordinates Translation - Translation with coordinates  <b>Decimals</b> - Adding and subtracting decimals within 1 - Complements to 1 - Adding decimals – crossing the whole - Adding and subtracting decimals with the same then different number of decimal places	<b>Negative numbers</b> - Identify negative numbers - Plot negative numbers on a number line - Apply appropriate vocabulary - Solve problems involving negative numbers  <b>Measurement: Converting Units</b> - Kilograms and kilometres - Milligrams and millilitres - Metric units - Imperial units - Converting units of time - Timetables  <b>Measurement: Volume</b> - What is volume? - Compare volume - Estimate volume - Estimate capacity

						<ul style="list-style-type: none"> <li>- Decimal sequences</li> <li>- Multiplying and dividing decimals by 10, 100 and 1000</li> </ul>	
<p><b>Science</b></p> <p><b>Kent</b></p>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- Understand the force of gravity and how it pulls objects to the Earth's core.</li> <li>- Identify the effects of air resistance, water resistance and friction between moving surfaces.</li> <li>- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>- Describe the movement of the Moon relative to the Earth.</li> <li>- Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>- Explain how seasons are created through the orbit of the sun and the axis' tilt.</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>- Describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>- Compare and group together everyday materials on the basis of their properties (hardness, solubility, transparency, conductivity and magnetism).</li> <li>- Observe what materials dissolve in liquid to form a solution.</li> <li>- Describe how to recover substances from a solution.</li> <li>- Describe how mixtures can be separated (pulling on prior knowledge of states of matter) including filtering, sieving and evaporating.</li> <li>- Identify particular uses of everyday materials based upon their properties.</li> <li>- Demonstrate the dissolving, mixing and changes of states are reversible.</li> <li>- Explain that some changes result in the formation of new materials and this is irreversible.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>- Describe the changes as humans develop to old age.</li> </ul>		
<p><b>PSHE</b></p> <p><b>Jigsaw</b></p>	<p><b>Being Me</b></p> <ul style="list-style-type: none"> <li>- My year ahead (positively facing challenges)</li> <li>- Being a citizen of my country (rights and responsibilities)</li> <li>- Year 5 responsibilities</li> <li>- Rewards and consequences</li> <li>- Our learning charter (behaviour impacts)</li> <li>- Owning our learning charter (democracy)</li> </ul>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Racism</li> <li>- Rumours and name-calling (bullying and racism)</li> <li>- Types of bullying</li> <li>- Does money matter?</li> <li>- Celebrating Difference Across the World</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- When I grow up (my dream lifestyle)</li> <li>- Investigating jobs and careers</li> <li>- My dream job (why I want it and steps to get there)</li> <li>- Dreams and goals of young people in different cultures</li> <li>- How can we support each other?</li> <li>- Rallying support (making positive contributions)</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Smoking</li> <li>- Alcohol</li> <li>- Emergency aid</li> <li>- Body image (respecting myself for who I am)</li> <li>- My Relationship with food</li> <li>- Healthy me (healthy lifestyle)</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Recognising me (self-esteem)</li> <li>- Safety with online communities</li> <li>- Being in an online community</li> <li>- Online gaming</li> <li>- My relationship with technology: screen time</li> <li>- relationships and technology (staying safe)</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Self and body image</li> <li>- Puberty for girls</li> <li>- Puberty for boys</li> <li>- Conception (RSE non-statutory)</li> <li>- Looking ahead 1 (coping with change)</li> <li>- Looking ahead 2 (move to next class)</li> </ul>	
<p><b>History</b></p> <p><b>Kapow</b></p>	<p><b>How did the achievements of the Maya civilisation influence their society and beyond?</b></p> <ul style="list-style-type: none"> <li>- Sequence the key periods of the Ancient Maya civilisation.</li> <li>- Identify periods that were happening in Britain at the same time.</li> <li>- Explain how the Ancient Maya settled in the rainforest and the challenges they faced.</li> <li>- Describe Ancient Maya beliefs.</li> <li>- Name the features of the Ancient Maya cities.</li> <li>- Make deductions about the Ancient Maya cities.</li> <li>- Evaluate the reasons for the decline of the Maya civilisation.</li> <li>- Understand the importance of archaeologists, archivists and</li> </ul>		<p><b>What was life like in Tudor England?</b></p> <ul style="list-style-type: none"> <li>- Extract information about Henry VIII from portraits and written records</li> <li>- Justify their interpretation of Henry VIII using evidence from sources</li> <li>- Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period</li> <li>- Make deductions from a range of sources about marriage, power and punishment</li> <li>- Identify primary and secondary sources, and begin to explore their reliability</li> <li>- Select the relevant evidence required from sources</li> <li>- Make deductions using inventories about the wealth and position of an ordinary Tudor person</li> </ul>			<p><b>What did the Greeks ever do for us?</b></p> <ul style="list-style-type: none"> <li>- Describe the features of ancient Greece</li> <li>- Identify the key periods in the ancient Greek civilisation</li> <li>- Make inferences about Greek gods</li> <li>- Compare Athens and Sparta</li> <li>- Understand the different types of democracy</li> <li>- Explain how Athenian democracy worked</li> <li>- Explain what philosophy is</li> <li>- Identify the achievements of the ancient Greek philosophers</li> <li>- Identify the ancient Greeks' legacies and their impact</li> </ul>	

	historians in constructing our understanding of the past.		- Explain how inventories are useful to historians			
<b>Geography</b>  <b>Kapow</b>		<p><b>What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>- To locate the Alps on a map.</li> <li>- To locate the key physical and human characteristics of the Alps.</li> <li>- To describe the physical and human features of an Alpine region.</li> <li>- To investigate what there is to do in the local area using data collection.</li> <li>- To understand similarities and differences between the local area and an Alpine area.</li> <li>- To understand the human and physical geography of the Alps.</li> </ul>		<p><b>Why do oceans matter?</b></p> <ul style="list-style-type: none"> <li>- To explain the importance of our oceans.</li> <li>- To locate and describe the significance of the Great Barrier Reef.</li> <li>- To explain the impact humans have on coral reefs and oceans.</li> <li>- To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.</li> <li>- To collect data on the types of litter polluting a marine environment.</li> <li>- To present, analyse and evaluate data collected.</li> </ul>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>- To understand the change and distribution of the global population.</li> <li>- To define birth and death rates and describe why they change.</li> <li>- To recognise the push and pull factors influencing migration.</li> <li>- To begin to understand the impact climate change can have on the global population.</li> <li>- To collect data showing how population impacts the amount of traffic and litter in an area.</li> <li>- To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</li> </ul>	

<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>iLearn2 &amp; ProjectEVOLVE</b></p>	<p style="text-align: center;"><b>Programming in Scratch (5- 7 lessons)</b></p> <ul style="list-style-type: none"> <li>- Program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game timer.</li> <li>- Program distance sensing and movement.</li> <li>- Program Inputs, outputs, loops, conditions, sensing and variables.</li> <li>- Program list variables that chooses randomly.</li> </ul> <p style="text-align: center;"><b>Online Safety (1 lesson)</b></p>	<p style="text-align: center;"><b>App design (4-6 lessons)</b></p> <ul style="list-style-type: none"> <li>- Adjust slide size to mimic a phone/tablet size.</li> <li>- Add text and images to a slide.</li> <li>- Add icons and text to use as navigation.</li> <li>- Duplicate slides to create multiple pages of the app.</li> <li>- Create hyperlinks to create navigation.</li> <li>- Touch typing</li> </ul> <p style="text-align: center;"><b>Online Safety (1 lesson)</b></p>	<p style="text-align: center;"><b>Text based programming (4 –5 lessons)</b></p> <ul style="list-style-type: none"> <li>- Change the variables of text-based commands.</li> <li>- Write text-based commands accurately and use fill effects, stamps and functions.</li> <li>- Write text-based commands to program digital art.</li> <li>- Write text commands/functions to program keyboard inputs in a game. (Not compatible with iPad/tablet unless using physical keyboard)</li> <li>- Programming a Logo turtle to move and use pen.</li> <li>- Use co-ordinates in with a Logo turtle.</li> <li>- Print labels in Logo.</li> <li>- Program a loop (repetition) and shapes in Logo Turtle.</li> <li>- Program colours in Logo turtle.</li> <li>- Program variables in Logo turtle.</li> </ul> <p style="text-align: center;"><b>Operating Systems (1-2 lessons)</b></p> <ul style="list-style-type: none"> <li>- Understand the importance of an operating system and its key features.</li> <li>- Demonstrate important operating system skills (organising files etc), if possible, across multiple operating systems.</li> </ul> <p style="text-align: center;"><b>Online Safety (1 lesson)</b></p>	<p style="text-align: center;"><b>Physical Devices (Microbits) (1-3 hours)</b></p> <ul style="list-style-type: none"> <li>- Understand that computers use physical inputs and outputs and give examples.</li> <li>- Program physical inputs, outputs (e.g program LED lights) and random variables.</li> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> </ul> <p style="text-align: center;"><b>Computer networks and the Internet (2-3 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Understand Computer Networks, Internet and Cloud Computing and how they help us.</li> <li>- What is email and how can we use it safely?</li> <li>- Understand how and why we collaborate online (including blogging).</li> </ul> <p style="text-align: center;"><b>Online Safety (1 lesson)</b></p>	<p style="text-align: center;"><b>Music Creation (2-3 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Layer tracks using sounds and effects.</li> <li>- Use various online samplers and sequencers to create drums patterns and scales.</li> <li>- Create effective instrument tracks.</li> <li>- Edit tracks and effectively adjust volume and add effects.</li> </ul> <p style="text-align: center;"><b>Data Handling (3-4 lessons)</b></p> <ul style="list-style-type: none"> <li>- Select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells.</li> <li>- Use formulae to find totals, averages and maximum/minimum numbers.</li> <li>- Find data and create a spreadsheet to suit it.</li> <li>- Search a database for specific information.</li> </ul> <p style="text-align: center;"><b>Online Safety (1 lesson)</b></p>	<p style="text-align: center;"><b>E-book creation (3-5 lessons)</b></p> <ul style="list-style-type: none"> <li>- Add page colour and style</li> <li>- Add, position and format text on different pages</li> <li>- Add and position images</li> <li>- Add audio, including hiding it behind an object.</li> <li>- Add hyperlinks to text and images</li> <li>- Search for shapes</li> <li>- Lock and arrange shapes (extension task)</li> </ul> <p style="text-align: center;"><b>Online Safety (1 lesson)</b></p>
<p style="text-align: center;"><b>R.E.</b></p>	<p style="text-align: center;"><b>Hinduism</b></p> <p>What helps Hindus to worship?</p> <ul style="list-style-type: none"> <li>- Most Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that all other deities are an incarnation/ representation of Brahman to help them to focus on worship.</li> <li>- That most Hindus believe that every living thing has a spark of Brahman (atman) in it and therefore that Brahman exists in every living creature.</li> <li>- Recognise a range of deities/avatars/manifestations of Brahman, their consorts and their attributes.</li> <li>- Religious beliefs are expressed through features and practices</li> </ul>	<p style="text-align: center;"><b>Islam</b></p> <p>What helps Muslims live a good life?</p> <ul style="list-style-type: none"> <li>- Islam is a monotheistic religion.</li> <li>- Allah is eternal, omniscient, and omnipotent.</li> <li>- A believer can approach Allah by praying, and by reciting the Qur'an • that Hadith (sayings of the Prophet, pbuh) guide the way many Muslims live.</li> <li>- The pillars (or duties) of Islam are and how they help many Muslims to have a good life.</li> <li>- The purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person.</li> <li>- That times of celebrations also help Muslims to live a good life (Eid-ul-Fitr &amp; Eid-ul-Adha).</li> </ul>	<p style="text-align: center;"><b>Christianity</b></p> <p>What do people believe about Creation?</p> <ul style="list-style-type: none"> <li>- The creation narrative is shared by Jews, Christians and Muslims.</li> <li>- Most Christians believe that: <ul style="list-style-type: none"> <li>o God created the world and all living things and has put humanity in charge of its care.</li> <li>o Humans are given free will.</li> <li>o Human choices have led to the fall of all creation which is the cause of suffering o God will one day make 'all things new' and end all suffering.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Christianity</b></p> <p>Why is the idea of rescue so important to Christians?</p> <ul style="list-style-type: none"> <li>- Most Christians believe that:</li> <li>- Humans were made for relationship with God.</li> <li>- God is the great rescuer, who also came to earth in the person of Jesus, the Saviour.</li> <li>- Jesus' life, death and resurrection enable a new relationship with God for all, and are at the centre of his rescue plan.</li> <li>- Through his death, Jesus rescued people from sin (atonement).</li> <li>- In his resurrection, Jesus rescued people from death.</li> <li>- That this story of salvation has an impact on Christians' lives.</li> </ul>	<p style="text-align: center;"><b>Christianity</b></p> <p>How did the church begin and where is it now?</p> <ul style="list-style-type: none"> <li>- Most Christians believe that: <ul style="list-style-type: none"> <li>o The Church is part of God's Kingdom.</li> <li>o The Holy Spirit is alive and active in the world, as well as in the hearts of individuals and in the Church.</li> </ul> </li> <li>- Pentecost is the birth-day of the Church.</li> <li>- Baptism, sharing communion, worship and service are signs of membership of the Church.</li> <li>- The Church has spread throughout the world and is enormously diverse, expressing the inclusivity of Jesus' message.</li> </ul>	<p style="text-align: center;"><b>Thematic</b></p> <p>What can be done to reduce racism? Can RE help?</p> <ul style="list-style-type: none"> <li>- Attitudes and cultural practices change over time and some beliefs that were accepted in the past are being challenged now.</li> <li>- The majority of religions and beliefs are present across many different cultures and ethnic groups.</li> <li>- Many people from different religious and belief traditions show concern about racism.</li> <li>- There are texts from different religions that ask people of faith to treat all humanity well.</li> </ul>

	<p>of worship for Hindus, including puja.</p> <ul style="list-style-type: none"> <li>- Some stories from sacred writings, the key beliefs they communicate and the value they hold for Hindus.</li> <li>- Festivals and pilgrimage are ways in which some Hindus show their devotion to Brahman.</li> </ul>		<ul style="list-style-type: none"> <li>- The 'big Bible story' begins with creation and its themes are woven throughout.</li> <li>- Christian views can differ both within and across denominations.</li> <li>- Some Christians believe that creation took place over seven days but others have different beliefs</li> </ul>			<ul style="list-style-type: none"> <li>- The Golden and Silver Rules are shared across religions and beliefs and can help people to live in a way that values and treats others fairly and without prejudice.</li> <li>- Significant people from different religion and belief traditions have set examples that we can learn from.</li> <li>- Their own actions can make a difference.</li> </ul>
<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Access Art</b></p>	<p style="text-align: center;"><b>Typography &amp; Maps</b></p> <ul style="list-style-type: none"> <li>- Understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</li> <li>- Explore how artists work with typography and share thoughts on their work.</li> <li>- Explore how to create letters in a playful way using cutting and collage. Reflect upon their work.</li> <li>- Draw letters using pen and pencil inspired by objects chosen. Reflect upon why the letters have a meaning.</li> <li>- Use sketchbooks for referencing, collecting and testing ideas, and reflecting.</li> <li>- Make drawings appear visually stronger by working over maps or newspaper to make marks stronger.</li> <li>- Explore how some artists use their typography skills and drawing skills to make maps which are personal to them. Reflect upon what their maps mean.</li> <li>- Use mark making, cutting and collage skills to create a visual map, using symbols, drawn elements and typography to express themes which are important.</li> <li>- Share work with the class, reflected upon what was successful and give useful feedback on the work of peers.</li> </ul> <p><b>Enquiry Question:</b> How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</p>		<p style="text-align: center;"><b>Fashion Design</b></p> <ul style="list-style-type: none"> <li>- Explore the work of contemporary fashion designers and I see how their interests and experiences feed into their work – Virgil Abloh, Tracy Reese</li> <li>- Share response to their work, articulating what like or don't like about the work.</li> <li>- Use a sketchbook to make visual notes to capture key ideas about how the designers work.</li> <li>- Listen to a design brief, and use a sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.</li> <li>- Use a sketchbook to inform how make a 2d (or 3d) design, using paint, paper and collage.</li> <li>- Understand how 2d shapes can become 3d form and the relationship they have to our bodies.</li> <li>- Share designs and outcomes with classmates and articulate journey.</li> <li>- Appreciate work of classmates and reflect upon similarities and differences.</li> </ul> <p><b>Enquiry Question:</b> How can we design fashion in response to a brief? How can we transform 2D to 3D. How can we use pattern and texture?</p>		<p style="text-align: center;"><b>Set Design</b></p> <ul style="list-style-type: none"> <li>- Explore how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. Articulate and share responses to their work. Tim Yip (film and theatre), Es Devlin (music), Stephenie McMillan (film – Harry Potter)</li> <li>- Respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys interpretation of the mood/narrative of the original stimulus.</li> <li>- Use a sketchbook to thought shower ideas, jot down thoughts, test materials, record and reflect.</li> <li>- Share process and outcome with classmates, articulating ideas and methods. Listen to feedback and take it on board.</li> <li>- Appreciate the artwork made by classmates and share responses to their work.</li> </ul> <p><b>Enquiry Question:</b> How do artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?</p>	

<p align="center"><b>Design Technology</b></p> <p align="center"><b>Projects on a Page</b></p>		<p align="center"><b>Cams (Christmas Cam Toys)</b></p> <ul style="list-style-type: none"> <li>- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Produce detailed lists of tools, equipment and materials and formulate step-by-step plans</li> <li>- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> <li>- Investigate famous manufacturing and engineering companies relevant to the project.</li> <li>- Understand that mechanical systems have an input, process and an output.</li> <li>- Understand how cams can be used to produce different types of movement and change the direction of movement.</li> </ul>		<p align="center"><b>Celebrating Culture and Seasonality (Hot cross buns)</b></p> <ul style="list-style-type: none"> <li>- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</li> <li>- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</li> <li>- 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.</li> <li>- Make, decorate and present the food product appropriately for the intended user and purpose.</li> <li>- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</li> <li>- Understand about seasonality in relation to food products and the source of different food products.</li> </ul>		<p align="center"><b>Combining different fabric shapes</b></p> <ul style="list-style-type: none"> <li>- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer aided design.</li> <li>- Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> <li>- Investigate and analyse textile products linked to their final product.</li> <li>- Understand that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>- Understand that fabrics can be strengthened, stiffened and reinforced where appropriate.</li> </ul>
	<b>Class Rotation</b>		<b>Class Rotation</b>		<b>Class Rotation</b>	
<p align="center"><b>Games</b></p> <p align="center"><b>Get Set 4 PE</b></p>	<p align="center"><b>Invasion- Football</b></p> <ul style="list-style-type: none"> <li>- Maintain possession when dribbling.</li> <li>- Dribble with control under pressure.</li> <li>- Select the appropriate skill, choosing when to pass and when to dribble.</li> <li>- Move into and create space to support a teammate.</li> <li>- Use the appropriate defensive technique for the situation.</li> <li>- Apply rules, skills and principles to play in a tournament.</li> </ul>	<p align="center"><b>Invasion- Netball</b></p> <ul style="list-style-type: none"> <li>- Develop passing and moving to maintain possession.</li> <li>- Use a variety of attacking skills to lose a defender.</li> <li>- Move into and create space to support a teammate.</li> <li>- Use defending skills to gain possession.</li> <li>- Develop accuracy in the shooting action under pressure.</li> <li>- Use and apply skills, principles and tactics to a game situation.</li> </ul>	<p align="center"><b>Invasion- Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Select the appropriate skill, choosing when to run and when to pass.</li> <li>- Move into space to support a teammate abiding by the rules.</li> <li>- Use defending skills to gain possession.</li> <li>- Work as a defending unit to prevent attackers from scoring.</li> <li>- Use a variety of attacking skills to beat a defender.</li> <li>- Apply rules, skills and tactics learnt to play in a tag rugby tournament.</li> </ul>	<p align="center"><b>Basketball</b></p> <ul style="list-style-type: none"> <li>- Dribble with control under pressure.</li> <li>- Move into and create space to support a teammate.</li> <li>- Choose when to pass and when to dribble.</li> <li>- Use the appropriate defensive technique for the situation.</li> <li>- Develop shooting technique and make decisions about when to pass, dribble or shoot.</li> <li>- Apply principles, rules and tactics to a tournament.</li> </ul>	<p align="center"><b>Target Games- Golf</b></p> <ul style="list-style-type: none"> <li>- Develop technique for hitting accurately over a short distance</li> <li>- Develop technique for hitting over a short distance.</li> <li>- Select and apply skills for a short game.</li> <li>- Develop the technique for a long game.</li> <li>- Select the appropriate shot for the situation.</li> <li>- Design a course and select the appropriate shot for the situation.</li> </ul>	<p align="center"><b>Striking and Fielding- Cricket</b></p> <ul style="list-style-type: none"> <li>- Develop throwing and catching under pressure and apply these to a striking and fielding game.</li> <li>- Develop bowling under pressure whilst abiding by the rules of the game.</li> <li>- Strike a bowled ball with increasing consistency.</li> <li>- Develop fielding techniques and select the appropriate action for the situation.</li> <li>- Understand and apply tactics in a game.</li> <li>- Apply skills and knowledge to compete in a tournament.</li> </ul>
<p align="center"><b>PE</b></p> <p align="center"><b>Get Set 4 PE</b></p>	<p align="center"><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Create and perform more complex sequences of actions with control and technique.</li> <li>- Perform sequences of movements with and without a partner.</li> </ul>	<p align="center"><b>Dance</b></p> <ul style="list-style-type: none"> <li>- To copy and repeat movements.</li> <li>- Create a dance using a random structure and perform the actions showing quality and control.</li> </ul>	<p align="center"><b>Net and Wall games- Volleyball</b></p> <ul style="list-style-type: none"> <li>- Use the serve with consideration of attacking principles.</li> <li>- Develop the fast catch volley with consideration of attacking principles.</li> <li>- Develop the set shot and use it to pass to a teammate.</li> </ul>	<p align="center"><b>Outdoor Adventurous Activity (OAA)</b></p> <ul style="list-style-type: none"> <li>- Develop communication and negotiation skills.</li> <li>- Develop strong communication and negotiation skills to solve challenges.</li> </ul>	<p align="center"><b>Net and Wall games- Tennis</b></p> <ul style="list-style-type: none"> <li>- Return the ball using a forehand groundstroke under pressure.</li> <li>- Return the ball using a backhand groundstroke under pressure.</li> <li>- Use a variety of shots to keep a continuous rally going.</li> </ul>	<p align="center"><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Understand pace and apply different speeds over varying distances.</li> <li>- Develop fluency and co-ordination when running for speed.</li> </ul>

	<ul style="list-style-type: none"> <li>- Perform gymnastics rolls including egg, log, teddy bear, forward rolls and rolls to straddle.</li> <li>- Perform cartwheels (or a simpler variation).</li> <li>- Perform gymnastics jumps including straddle, pike and full twist.</li> <li>- Works as a group to perform a sequence using skills learned.</li> <li>- Travel and apply their gymnastics skills to the large apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how changing dynamics changes the appearance of the performance.</li> <li>- Understand and use relationships and space to change how a performance looks.</li> <li>- Work collaboratively with a group to choreograph a dance.</li> </ul>	<ul style="list-style-type: none"> <li>- Recap the set shot and develop the dig, identifying when to use each.</li> <li>- Use a variety of shots to keep a continuous rally going.</li> <li>- Apply rules, skills and principles to play against an opponent.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop planning and problem-solving skills.</li> <li>- Share ideas and work as a team to solve problems.</li> <li>- Develop navigation skills and map reading.</li> <li>- Create and follow a key and route on a map.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop the underarm serve and understand the rules of serving.</li> <li>- Develop the volley and understand when to use it.</li> <li>- Apply rules, skills and principles to play against an opponent.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop technique in relay changeovers.</li> <li>- Build momentum and power in the triple jump.</li> <li>- Develop throwing with force for longer distances.</li> <li>- Develop throwing with greater control and technique.</li> </ul>
<b>Music</b>	<p><b>Music around the world</b></p> <ul style="list-style-type: none"> <li>- Find and feel the beat with African, Chinese, Caribbean and other styles.</li> <li>- Hear how different layers of rhythms can be put together.</li> <li>- Create their own rhythmic patterns that they layer together, keeping their own independent part.</li> <li>- Notate their chosen rhythms, with words and/or traditional notation.</li> <li>- Experiment with improvisation over the top of these patterns.</li> </ul>	<p><b>Drones and Intervals</b></p> <ul style="list-style-type: none"> <li>- Identify steps and leaps in tunes.</li> <li>- Understand the different intervals and remember how they sound.</li> <li>- Create their own tune thinking about the intervals and with a drone in the background – the keynote.</li> <li>- Identify the different intervals in pieces of music, thinking about the mood they create as well as working the interval out with their voices.</li> <li>- Create their own piece with consecutive intervals being the same.</li> </ul>	<p><b>Harmony</b></p> <ul style="list-style-type: none"> <li>- Sing in unison.</li> <li>- Sing in canon and discuss how different intervals are made – creating harmony.</li> <li>- Play pieces with a drone, and then with 1 and then 2 chords in the background.</li> <li>- Sing with different parts creating the different chords as well as playing them.</li> <li>- Choose one of the songs worked on in class to perform as a small group with different parts working together in layers, using a mixture of voices and instruments.</li> </ul>	<p><b>The planets (link with y5 Science)</b></p> <ul style="list-style-type: none"> <li>- Identify different elements, developing their use of musical vocabulary.</li> <li>- Think about how we make sounds: the attack and decay – in detail about timbre and duration.</li> <li>- Consider the mix of timbre to create different textures in recorded pieces and then their own, initially with voices as a class.</li> <li>- Compare and contrast Mars and Venus (from Holst).</li> <li>- Create own small group piece about some aspect of “Earth” using voices, percussion &amp; own instruments, trying to create the mood of their chosen focus.</li> <li>- Use of graphic score/traditional notation where helpful.</li> </ul>	<p><b>Song writing</b></p> <ul style="list-style-type: none"> <li>- Follow the structure of verse and chorus within songs.</li> <li>- Work out the structure of words and melody within each section: use of repetition and new material in words and note patterns.</li> <li>- Use of different patterns of notes to create different moods.</li> <li>- Create own choice of words and melody for a song with purpose.</li> <li>- Consider the backing to their group piece (use of chords or a cappella).</li> </ul>	<p><b>Performance pieces</b></p> <ul style="list-style-type: none"> <li>- Using all skills developed so far sing together 2-part song, singing in unison and harmony.</li> <li>- Learn an untuned rhythmic part, reading the traditional notation, or learn a tuned part, with graphics or notation that is either the tune or a harmony part that is suitable for their own instrument and their skill level.</li> <li>- Work on a class performance once the parts are confident in their own sections.</li> <li>- If time allows perform to an Infant class.</li> </ul>
<b>Languages</b> <b>French</b> <b>Language</b> <b>Angels</b>	<p><b>What is the date?</b></p> <ul style="list-style-type: none"> <li>- Remember, recall and spell the seven days of the week.</li> <li>- Remember, recall and spell the twelve months of the year.</li> <li>- Remember, recall and spell numbers 1-31.</li> <li>- Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>- Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</li> </ul>	<p><b>Weather</b></p> <ul style="list-style-type: none"> <li>- Repeat and recognise the vocabulary for weather in French.</li> <li>- Ask what the weather is like today.</li> <li>- Say what the weather is like today.</li> <li>- Create a French weather map.</li> <li>- Describe the weather in different regions of France using a weather map with symbols.</li> </ul>	<p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>- Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>- Use the appropriate genders and articles for these clothes.</li> <li>- Use the verb PORTER in French with increasing confidence.</li> <li>- Say what they wear in different weather/situations.</li> <li>- Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>- Use the possessives with increased accuracy.</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>- Recognise and recall 5 things that plants and animals need to survive in French.</li> <li>- Recognise and recall different habitats.</li> <li>- Recognise and recall plants and animals that grow and survive in different habitats.</li> <li>- Present information about a habitat in French with a focus on pronunciation.</li> </ul>	<p><b>Planets</b></p> <ul style="list-style-type: none"> <li>- Name and recognise the planets in French on a solar system map.</li> <li>- Spell at least five of the planets in French.</li> <li>- Say an interesting fact about at least four of the planets.</li> <li>- Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</li> </ul>	<p><b>Around Town</b></p> <ul style="list-style-type: none"> <li>- Recall 10 key places in a town in French with their respective definite articles/determiners.</li> <li>- Follow 5 different directional instructions in French.</li> <li>- Ask where a place is in French and respond with a description of relative distance (nearby/far away) in French.</li> <li>- Use prepositions to give the precise location of a key place around town in relation to another in French.</li> <li>- Use transactional language to facilitate a dialogue with a partner about where places are in a town in French.</li> </ul>