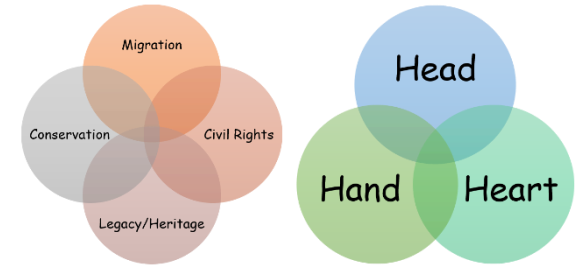


# Riversdale Primary School

## Medium Term Planning



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| <b>Year Group</b> | <b>Year 5</b>   |
| <b>Term</b>       | <b>Autumn 2</b> |

**Learning Overview**

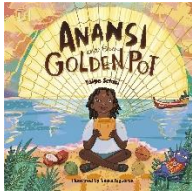
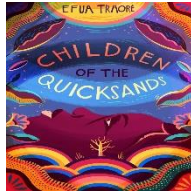
This half term, pupils will explore West African stories in English. They will learn about the Anansi myths and their significance as moral stories and then delve into a text which uses tradition Yoruba folklore as a basis before taking up their pens to undertake writing inspired by this. In history, the pupils will continue their exploration of the Benin, looking at its decline due to a range of contributing factors both within and outside of the kingdom. In geography, the pupils will plan a long-haul journey to Nigeria, thinking carefully about factors such as travel routes, climate, time zones, and topography, using a range of physical and virtual maps/atlasses to help them. In science, the pupils will continue the exploration around forces that begun in Year 3, building on their understanding of friction in relation to air resistance and water resistance. As well as this, they will investigate the significance of gravity, and how this relates to the concepts of weight and mass. Finally, they will look into gears, pulleys and levers and how these can be used to have a great impact with minimal force.

**Engaging Starting Points/Hooks**

- A visit to the science museum to experience the Wonder Lab to explore forces, as well as the volcano exhibit (reference to future learning).

**Quality Stimulus Text(s)**

- Anansi and the Golden Pot
- Children of the Quicksands

**Significant People Past & Present**

- Sir Isaac Newton (Science)
- Galileo Galilei (Science)
- Ibrahim El-Salahi (Art)

## Linked UNCRC Articles

- Article 3: Best interests of the child.
- Article 6: Life, survival and development.
- Article 13: Freedom of Expression.
- Article 14: Freedom of thought, belief and religion.
- Article 40: Juvenile justice.

| Subject         | <b>Consolidating:</b><br>What skills specific to this topic are being built upon?<br>What knowledge specific to this topic is being consolidated?  | <b>Head*</b><br>What substantive KNOWLEDGE should the children learn?   | <b>Hand*</b><br>What disciplinary knowledge and SKILLS should the children learn?   | <b>Heart*</b><br>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?   |
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| <b>English:</b> | Year 4: <ul style="list-style-type: none"> <li>• Text type features of a rhyming couplet/acrostic/narrative/simile poem.</li> <li>• Text type features of instructional writing.</li> <li>• Text type features of persuasive writing.</li> <li>• Recognising and applying the grammatical concepts of: determiner, pronoun, possessive pronoun, adverbial phrase (fronted or otherwise).</li> <li>• Define alliteration.</li> <li>• Know that alliteration grabs the reader's attention.</li> <li>• Explain what a rhetorical question is.</li> <li>• Recognise how more complex rhetorical questions can be used to persuade.</li> <li>• Recognising and applying the word structures:</li> <li>• The grammatical difference between plural and possessive.</li> <li>• Standard English forms for verb inflections instead of local spoken forms.</li> </ul> Year 5: <ul style="list-style-type: none"> <li>• Recognise a wider range of subordinating conjunctions.</li> <li>• Explain the impact of varying sentence length and type in narrative writing.</li> </ul> | <b>PERSUASIVE SPEECH:</b> <ul style="list-style-type: none"> <li>• Understand that traditional tales are often retold for a modern audience.</li> <li>• Identify similarities and differences between the original Anansi and the Golden Pot folktale and a modern retelling.</li> <li>• Identify the features of a persuasive speech.</li> <li>• Recognise that the purpose of persuasion is to encourage the reader/listener to act in a specific manner.</li> <li>• Recognise that points must be well constructed to answer the reader's possible questions.</li> <li>• Prioritise information/points starting and ending with the most significant/persuasive.</li> <li>• Understand the impact that emotive language has on the reader and how this can be used to persuade.</li> <li>• Recognise why it is important that verb forms are controlled and precise.</li> <li>• Know the importance of modal verbs for certainty when persuading.</li> <li>• Recognise that modifiers can be used to intensify or qualify a point.</li> <li>• Know that short and snappy sentences should be used to grab the reader's attention.</li> </ul> | Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Persuade:</b> <ul style="list-style-type: none"> <li>• A persuasive speech in the role of Anansi asking Nyame for the clay pot of wisdom. (Sentence Stacking)</li> <li>• A persuasive speech in the role of Simi's parents, explaining the positives of visiting her grandmother in their Nigerian village, over staying the city for the summer. (Independent)</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>• Set of instructions explaining how to construct a cam mechanism toy (DT Link).</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain:</b> <ul style="list-style-type: none"> <li>• A cinquain poem on the theme of journeys/travel (Geography Link).</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>• Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> Composition: <ul style="list-style-type: none"> <li>• Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience.</li> </ul> | <ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul> |

- Explain that fronted adverbials can be used to clarify writer’s position e.g. As a consequence of your actions...
- Recognise that well selected adjectives can have a greater impact on the overall point being made.
- Know that the repetition of specific phrases will give the reader something to remember.
- Explain the term hyperbole and when exaggeration is an appropriate strategy.
- Know that flattery is a way to engage the reader.
- Identify a wide range of subordinate conjunctions that are appropriate to the context, e.g. whilst, until, despite, furthermore, moreover.
- Clearly articulate the difference between a phrase and a clause.
- Identify a range of relative pronouns.
- Explain how relative clauses can be used to provide additional detail.
- Recognise how punctuation marks such as brackets, dashes and commas can be used to demarcate relative clauses.

INSTRUCTIONS:

- Explain the format and structure of instructional/procedural writing.
- Describe the importance of a clear introductory paragraph, to set the context for the instructions.
- Identify a range of complex adverbials of time to support the progression of the instructions and link ideas across sentences and/or paragraphs. E.g. “Once the glue has dried,”.
- Recall the need for commas after fronted adverbials.

- Plan by noting and developing initial ideas, drawing on reading where necessary.
- Draft and write by selecting appropriate grammar and vocabulary for the desired impact.
- Edit own work independently, applying current learning around spelling, punctuation and grammar.

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|                     |  | <ul style="list-style-type: none"> <li>Recognise that imperative verbs are sometimes used at the start of an instructional sentence.</li> <li>Explain the concept of modal verbs indicating varying degrees of possibility or certainty.</li> <li>Identify the need for expanded noun phrases for description and specificity when giving instructions.</li> <li>Recognise the importance of a colon to introduce a list, e.g. the materials and equipment lists.</li> </ul> <p><u>CINQUAIN POEM:</u></p> <ul style="list-style-type: none"> <li>Identify the features of a Cinquain poem including: no use of rhyme and a 2,4,6,8,2 syllable pattern.</li> <li>Define the term syllable.</li> <li>Know how to identify the number of syllables in a word.</li> <li>Recognise that poets can stack several Cinquain poems to make one larger piece.</li> <li>Understand that Cinquain poetry can still use poetic techniques such as alliteration, onomatopoeia or simile to create their desired effect.</li> </ul> |  |   |
| <b>Mathematics:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</li> <li>Recognise and use factor pairs and commutativity in mental calculations.</li> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1</li> </ul> | <p>Multiplication &amp; Division:</p> <ul style="list-style-type: none"> <li>Explain the formal written methods of long multiplication including grid method and column method.</li> <li>Recognise the term regrouping.</li> <li>Develop mental multiplication skills, using multiplication facts and strategies.</li> <li>Associate multiplication facts with division facts.</li> <li>Explain the formal written method of short division.</li> <li>Define the term remainders.</li> <li>Explain how remainders in division problems are based on the context.</li> </ul>  | <p>Multiplication &amp; Division:</p> <ul style="list-style-type: none"> <li>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>Multiply and divide numbers mentally drawing upon known facts.</li> <li>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</li> <li>Solve problems involving addition, subtraction, multiplication and</li> </ul> | <ul style="list-style-type: none"> <li>Working collaboratively with partners and in groups.</li> <li>Using appropriate listening skills and turn taking in group discussion.</li> <li>Showing empathy and kindness by helping each other to understand.</li> <li>Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>To recognise the value in making mistakes.</li> <li>To identify the importance of resilience in problem solving.</li> <li>To find different ways to solve the same problem.</li> </ul> |

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|  | <p>digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>• Multiply whole numbers by 10, 100 and 1,000.</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>).</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that to multiply and divide by powers of 10 shifts place value.</li> <li>• Understand the meaning of the equals sign as representing a balance between two expressions.</li> </ul> <p>Graphs/Statistics:</p> <ul style="list-style-type: none"> <li>• Identify that a table organises information into rows and columns.</li> <li>• Recognise that each row typically represents a different item or category.</li> <li>• Recognise that each column contains specific types of information about the items.</li> <li>• Know that tables can display various types of data, such as numbers, words, or dates.</li> <li>• Know that you can compare different items by looking across the rows.</li> <li>• Explain that a line graph uses points connected by lines to show changes over time (continuous data).</li> <li>• Recall that the x-axis (horizontal) usually represents time or categories.</li> <li>• Recall that the y-axis (vertical) shows the values being measured.</li> <li>• Know that you can find trends or patterns by observing the direction of the line.</li> <li>• Understand that a multi-line graph has more than one line, representing different data sets.</li> <li>• Recognise that each line is typically labelled or color-coded for clarity.</li> <li>• Know that you can compare the data sets by observing how the lines interact.</li> <li>• Identify that you can create a line graph from data presented in a table.</li> </ul> | <p>division and a combination of these, including understanding the meaning of the equals sign.</p> <ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p>Graphs/Statistics:</p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph</li> <li>• Complete, read and interpret information in tables, including timetables.</li> </ul> |  |
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|                 |  | <ul style="list-style-type: none"> <li>Define the term plot in terms of points on the graph based on the table values.</li> </ul>   |   |   |
| <b>Science:</b> | <p>Year 3:</p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>Consider their prior knowledge when asking questions.</li> <li>Independently use a range of question stems. Where appropriate, they answer these questions.</li> <li>Answer questions posed by the teacher.</li> <li>Given a range of resources, decide for how to gather evidence to answer the question.</li> <li>Recognise when secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>Identify the type of enquiry to answer a question.</li> <li>Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> <li>Follow a plan to carry out: observations and tests to classify and comparative and simple fair tests.</li> <li>Make systematic and careful observations.</li> <li>Use a range of equipment for measuring length and time.</li> <li>Use standard units for their measurements.</li> </ul> | <p>Forces:</p> <ul style="list-style-type: none"> <li>Gravity is a non-contact force that pulls objects towards the centre of the Earth.</li> <li>Mass is how much matter is in an object. It is measured in g or Kg.</li> <li>The force of gravity gives objects weight, which is a measure of the pull of gravity on them.</li> <li>The force of gravity on an object can be measured using a force meter.</li> <li>On some planets, gravity is stronger, so the weight of an object increases, but the mass stays the same.</li> <li>Gravity on the moon is weaker, so the weight of an object decreases, but the mass stays the same.</li> <li>Both air and water resistance try to slow things down.</li> <li>We can decrease air/water resistance by making an object more streamlined.</li> <li>Air resistance can be helpful, such as in parachutes.</li> <li>Water resistance can be very helpful for stabilising boats e.g. by adding keels.</li> <li>Pulleys and levers make it easier to lift things.</li> <li>If we use more pulleys we would need even less force to lift a load.</li> <li>If we use a longer level, we would need less force to lift a load.</li> <li>Connecting a smaller gear to a larger one (with more teeth) makes the smaller one turn much faster but with less force.</li> </ul> <p><i>Vocabulary:</i><br/> <i>gravity, weight, mass, Newtons (N), friction, air resistance, water resistance, streamline, pulley, level, gear, load</i></p> | <p>Ask Questions</p> <ul style="list-style-type: none"> <li>Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>Choose a type of enquiry to carry out and justify this choice.</li> <li>Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry.</li> </ul> <p>Enquiry</p> <ul style="list-style-type: none"> <li>Carry out fair tests, recognising and controlling variables.</li> <li>Look for patterns and relationships using a suitable sample.</li> <li>Select from a range of practical resources to gather evidence to answer questions.</li> </ul> <p>Observe</p> <ul style="list-style-type: none"> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Select measuring equipment to give the most precise results, for example: ruler, tape measure or trundle wheel, force meter with a suitable scale.</li> <li>Check further secondary sources (researching) to check observations/ measurements.</li> </ul> <p>Record/Present</p> <ul style="list-style-type: none"> <li>Record measurements, for example: using tables, tally charts, bar charts, line graphs and scatter graphs.</li> </ul> | <p>Value: Reflect, Aspire, Share, Respect, Democracy, Entrust,</p> <ul style="list-style-type: none"> <li>Pupils will reflect on the natural laws that govern the world, encouraging them to think critically about the forces that they often take for granted.</li> <li>Encourage pupils to aspire towards scientific discovery and curiosity fostering a sense of achievement as they set up and conduct their investigations.</li> <li>Provide pupils the opportunity to work together in their investigation, discuss their results, and share different ways to approach and understand the concept of air resistance, promoting teamwork and cooperation.</li> <li>Highlight the interaction between objects and water, emphasising the importance of understanding and respecting the natural elements around us.</li> <li>Pupils will develop an understanding of how people in society use and entrust technology to carry out tasks efficiently and effectively.</li> <li>Pupils can explore how gears work in unison, emphasising the value of collaboration and the importance of each component.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• With support, decide how to record and present evidence.</li> <li>• Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing.</li> <li>• Record measurements on given templates (if required), for example: using tables, tally charts and bar charts.</li> <li>• With support, present the same data in different ways in order to help with answering the question using scientific language.</li> <li>• Answer own and others' questions based on observations made and, measurements taken.</li> <li>• With support, check answers are consistent with evidence.</li> <li>• Interpret data to generate simple comparative statements based on evidence.</li> <li>• Begin to identify naturally occurring patterns and causal relationships.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.</li> <li>• Draw conclusions based on evidence and current subject knowledge.</li> <li>• Identify ways in which adaptations may have been made to the method or how the enquiry would be done differently if repeated.</li> <li>• Use evidence to suggest values for different items tested using the same method, for example: the distance travelled by a car on an additional surface.</li> <li>• Following a scientific experience, ask further questions which can be answered by extending the same enquiry.</li> <li>• Communicate findings to an audience both orally and in</li> </ul> |  | <ul style="list-style-type: none"> <li>• Present the same data in different ways to help answer the question, using scientific language.</li> <li>• Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> <li>• Decide how to record and present evidence.</li> </ul> <p>Conclusions</p> <ul style="list-style-type: none"> <li>• In conclusions: identify causal relationships and patterns in the natural world from evidence; identify results that do not fit the overall pattern; and explain findings using own subject knowledge.</li> <li>• Discuss whether other evidence from other groups, secondary sources, and own scientific understanding supports or refutes their answer.</li> <li>• Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Identify any limitations that reduce the trust in their data.</li> </ul> |  |
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|             | writing, using appropriate scientific language.  |  |  |  |
| <b>Art:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Make tones of a colour by adding grey.</li> <li>• Experiment with varying degrees of grey to make different tones.</li> <li>• Investigate how artists use warm and cool colours and how this has an impact on mood within a painting.</li> <li>• Experiment with applying paint using a range of brush strokes, e.g. hatching, cross-hatching, stippling, scumbling and/or sgraffito.</li> <li>• Begin to experiment with layering and texturing paint.</li> <li>• Experiment with more complex compositions including middle ground, horizon line, focal points and movement.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>• Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>• Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process.</li> <li>• Start to develop own style based on learning around artists and techniques, including mixed media.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>• Reflect on own work identifying modifications that can be made, in</li> </ul> | <p>Painting:</p> <ul style="list-style-type: none"> <li>• Lighter tones create a sense of openness, joy, or optimism.</li> <li>• Darker tones create feelings of mystery, sadness, or seriousness.</li> <li>• Earthy tones link artwork to the natural world.</li> <li>• They evoke feelings of warmth, stability, and being rooted.</li> <li>• Stippling is used to create shading, texture, or intricate details in painting.</li> <li>• Hatching adds texture and more depth to paintings.</li> <li>• Artists use symbolism in different ways, for example El-Salahi uses geometric shapes and vertical lines to represent the order of the world.</li> </ul> <p><b>Significant People:</b><br/>Ibrahim El-Salahi</p> <ul style="list-style-type: none"> <li>• Sudanese painter born in 1930.</li> <li>• Considered one of the pioneers of African modernism.</li> <li>• Known for blending traditional African motifs with modernist styles.</li> <li>• Uses earthy tones.</li> </ul> <p><i>Vocabulary:</i><br/><i>modernism, motif, tones, mood, colour, study, stippling, hatching, texture, layering, symbolism, geometric, composition</i></p> | <p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>• Start to develop own style based on learning around artists and techniques, including mixed media.</li> <li>• Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>• Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process.</li> <li>• Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>• Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work.</li> <li>• Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul> <p>Painting:</p> <ul style="list-style-type: none"> <li>• Discuss how their colour selection has an impact on the mood within their artwork, using appropriate colour theory vocabulary.</li> <li>• Mix colours, shades, tones and tints with confidence, building on prior knowledge.</li> </ul> | <p>Values: Individuality, Reflect, Empathy, Respect, Aspire</p> <ul style="list-style-type: none"> <li>• Explore the individuality of El-Salahi's artistic expression and embrace their own unique artistic voices.</li> <li>• Reflect on the significance of El-Salahi's art in the context of African modernism and consider how his work reflects broader cultural and historical influences.</li> <li>• Experiment with different brush techniques and consider how these choices impact the viewer's experience of the artwork.</li> <li>• Respect the cultural significance of symbolism in art, exploring how symbols can convey deeper meanings and connections to specific cultural traditions.</li> <li>• Encourage students to aspire to express themselves authentically through their artwork, drawing inspiration from El-Salahi's style while adding their own unique perspective and creative flair.</li> <li>• Reflect on their own artistic process and identify areas for improvement and growth in their artwork.</li> <li>• Demonstrate empathy for their peers by providing constructive feedback and suggestions for improvement during the peer critique session.</li> </ul> |



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|                          | <p>relation to styles and approaches to develop this further.</p> <ul style="list-style-type: none"> <li>• Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work.</li> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Confidently select specific brush strokes for different purposes and control the types of marks made.</li> <li>• Refine brush techniques of layering and texturing.</li> <li>• Confidently compose paintings building on prior knowledge.</li> <li>• Explore the combination of different art media in their artwork.</li> </ul>  |  |
| <p><b>Computing:</b></p> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.</li> <li>• Use online software for documents, presentations, forms and spreadsheets.</li> <li>• Using software to work collaboratively with others.</li> <li>• Understanding that software can be used collaboratively online to work as a team.</li> <li>• Recognising what appropriate behaviour is when collaborating with others online.</li> <li>• Using keywords to effectively search for information on the internet.</li> </ul> | <p>Kapow Computing Scheme:</p> <p>Search Engines (Lessons 1 – 4 only):</p> <ul style="list-style-type: none"> <li>• To know how search engines work.</li> <li>• To understand that anyone can create a website and therefore we should take steps to check the validity of websites.</li> <li>• To know that web crawlers are computer programs that crawl through the internet.</li> <li>• To understand what copyright is.</li> </ul> <p><i>Vocabulary:</i><br/> <i>algorithm, copyright, credit, fake news, inaccurate, index, keywords, online, page, rank, search engine, TASK, web crawler, website, www</i></p> | <p>Search Engines:</p> <ul style="list-style-type: none"> <li>• Developing searching skills to help find relevant information on the internet.</li> <li>• Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.</li> <li>• Learn about different forms of communication that have developed with the use of technology.</li> <li>• Recognising that information on the Internet might not be true or correct and learning ways of checking validity.</li> </ul> | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Emphasise the importance of respecting others' work on the internet.</li> <li>• Discuss the ethical use of information and the significance of giving credit to the creators.</li> <li>• Encourage students to explore and express their individual interests when conducting internet searches.</li> <li>• Discuss how websites can reflect the individuality of their creators and the importance of diverse perspectives online.</li> <li>• Emphasise the value of accurate and reliable information when conducting research online.</li> <li>• Discuss the value of original work and the importance of not plagiarizing content.</li> <li>• Teach students about the responsibility of creating and managing websites, highlighting the trust users place in online content.</li> <li>• Discuss the importance of responsible use of technology and the trustworthiness of information sources.</li> <li>• Reflect on the reliability of information found online and the potential biases of sources.</li> </ul> |

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|                   |   |   |  | <ul style="list-style-type: none"> <li>• Discuss the concept of sharing information online responsibly and ethically.</li> <li>• Explore how information is shared and debated online, emphasising the democratic nature of the internet.</li> <li>• Encourage a positive and respectful online environment where love and kindness prevail.</li> <li>• Discuss the impact of technology on communication and encourage empathy in online interactions.</li> </ul>   |
| <p><b>DT:</b></p> | <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Identify wheels and axles in context, e.g. skateboard or wheelbarrows, and explain how they work.</li> <li>• Use correct vocabulary to describe wheels and axles and how they move, e.g. free and fixed axles.</li> <li>• Explore how different size wheels and axle placement affect movement.</li> <li>• Recognise that friction can impact the movement of the wheel.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Understand that mechanical systems have an input, process and an output.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Select tools and equipment suitable for the task.</li> <li>• Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Begin to explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>• Order the main stages of making.</li> <li>• Follow procedures for safety and hygiene.</li> </ul> | <p>Cam Mechanism Toys (Lessons 4 – 6):</p> <ul style="list-style-type: none"> <li>• A cam turns rotary motion into linear motion.</li> <li>• This movement (called reciprocating motion) is repeated and in a straight line.</li> <li>• A crank is used to turn an axle which turns the cam.</li> <li>• The outer edge of the cam is in contact with a follower. As the cam rotates, it pushes the follower.</li> <li>• The movement of the cam causes the follower to move in a direction that is different to that of the cam.</li> <li>• Cams come in different shapes and sizes. Each shape determines the movement of the follower.</li> <li>• Toys with cam mechanisms need sturdy frameworks to support the moving parts.</li> <li>• Adding support structures like braces to frames can strengthen the toy's overall stability.</li> </ul> <p><i>Vocabulary:</i><br/> <i>crank, axle, cam, follower, motion, rotary, linear, force, framework, exploded diagram</i></p> | <p>Designing:</p> <ul style="list-style-type: none"> <li>• Share and clarify ideas through discussion.</li> <li>• Model their ideas using prototypes and pattern pieces.</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>• Select tools and equipment suitable for the task.</li> <li>• Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Confidently explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>• Produce appropriate lists of tools, equipment and materials that they need.</li> <li>• Formulate step-by-step plans as a guide to making.</li> <li>• Follow procedures for safety.</li> <li>• Accurately measure, mark out, cut and shape materials and components.</li> <li>• Accurately assemble, join and combine materials and components.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design.</li> </ul> | <p>Values: Share, Respect, Aspire, Empathy, Reflect, Democracy</p> <ul style="list-style-type: none"> <li>• Highlight the importance of sharing ideas and reflecting on the planning process to ensure successful project execution.</li> <li>• Promotes the aspiration for precision and quality in making prototypes while fostering empathy by considering the end user's experience with the product.</li> <li>• Encourage reflection on the design process and promote democratic principles by incorporating feedback and considering diverse viewpoints in evaluating the product.</li> </ul> |

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|                   | <ul style="list-style-type: none"> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> <li>• Measure, mark out, cut and shape materials and components with some accuracy.</li> <li>• Assemble, join and combine materials and components with some accuracy.</li> <li>• Apply a range of finishing techniques, including those from art and design, with some accuracy.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Use their design criteria to evaluate their completed products.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Use techniques that involve a number of steps.</li> <li>• Demonstrate resourcefulness when tackling practical problem.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</li> <li>• Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria.</li> <li>• Consider the views of others, including intended users, to improve their work, making clear links to the design criteria.</li> <li>• Evaluate their ideas and products against their original design specification.</li> </ul> <p>Mechanisms:</p> <ul style="list-style-type: none"> <li>• Create effective cam mechanisms for movement such as rotation and oscillation.</li> </ul> |  |
| <b>Geography:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern and Southern Hemisphere.</li> <li>• Locate the Tropic of Cancer and the Tropic of Capricorn.</li> <li>• Name and locate the three climate zones of the world: Polar, Temperate and Tropical.</li> <li>• Compare geographical regions using topographical features and land use patterns describing how some of these aspects have changed over time.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Start to explain the effectiveness of different geographical</li> </ul>   | <p>A Long-Haul Journey (Lessons 4 – 6):</p> <ul style="list-style-type: none"> <li>• Latitude measures north and south of the Equator. The Equator is at 0° latitude.</li> <li>• Longitude measures east and west of the Prime Meridian (0° longitude).</li> <li>• Latitude and longitude create a grid on the Earth that helps to pinpoint exact locations. The Prime Meridian is also the starting point for measuring time zones.</li> <li>• The world is divided into time zones based on GMT, with 15 degrees of longitude wide representing one hour.</li> <li>• Maps, atlases and globes can be used to plan a journey, including identifying routes, climate and topography.</li> </ul> | <p>Locational Knowledge:</p> <ul style="list-style-type: none"> <li>• Know the UK's time zone (Greenwich Mean Time – GMT) and its relation to the world time zones.</li> <li>• Name and locate countries in Africa (Nigeria).</li> <li>• Use longitude, latitude, coordinates to locate on a map.</li> <li>• Name, locate and give detailed descriptions of the features (including hills, mountains, coasts, rivers, and land use) of a location drawing on a range of resources.</li> </ul> <p>Human &amp; Physical Geography:</p> <ul style="list-style-type: none"> <li>• Identify physical features of a range of locations across the world.</li> </ul>  | <p>Value: Democracy, Empathy, Respect</p> <ul style="list-style-type: none"> <li>• Greenwich Mean Time (GMT) plays a crucial role in coordinating time across different regions, much like how democratic systems work to ensure fairness and order.</li> <li>• Exploring the diverse human and physical features of Nigeria encourages students to foster a connection and compassion towards others.</li> <li>• Planning a trip requires respecting cultural practices, geographical conditions, and local norms.</li> </ul> |

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|                        | <p>representations e.g., aerial view and topological maps.</p> <ul style="list-style-type: none"> <li>Using a range of maps, including digital maps, to locate a range of given countries.</li> <li>Use map symbols.</li> <li>Accurately plot North, East, South, West on a map.</li> <li>Know what a biome is and name some types.</li> <li>Relate the difference between weather and climate to biomes.</li> </ul>   | <p><i>Vocabulary:</i><br/> <i>longitude, latitude Greenwich Mean Time (GMT), time zone, climate, biome</i></p>  | <ul style="list-style-type: none"> <li>Know what a biome is and name an increasing range, including Savannah (Tropical Grassland).</li> <li>Apply learning of physical geography including: climate zones, biomes, vegetation belts, mountains, rivers and volcanoes to a range of contexts.</li> </ul> <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> <li>Find possible answers to their own geographical questions.</li> <li>Choose the best way to collect information needed and decide the most appropriate units of measure.</li> </ul> <p>Mapwork:</p> <ul style="list-style-type: none"> <li>Plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance.</li> </ul>  |  |
| <p><b>History:</b></p> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>An empire is kingdom that rules over many lands and people.</li> <li>Empires grow by taking over land, people and their resources.</li> <li>A civilization is a very advanced and organised society with its own culture.</li> <li>Civilizations grown using the resources in their own lands.</li> <li>Different civilizations lived at the same time across the world.</li> <li>Summarise the main events from a period of history and place them in order.</li> <li>Accurately sequence several events, artefacts, and/or historical figures on a timeline.</li> <li>Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates.</li> <li>Understand that timelines can be divided into BCE and CE using words and phrases: century,</li> </ul> | <p>The Kingdom of Benin (Lessons 4 – 6):</p> <ul style="list-style-type: none"> <li>The decline of Benin started in the late 16th century due to internal conflicts and external invasions.</li> <li>The British Empire launched an expedition against Benin in 1897.</li> <li>The expedition resulted in the looting of valuable artworks from Benin and destruction.</li> </ul> <p><b>Significant People:</b><br/> Admiral Harry Rawson</p> <ul style="list-style-type: none"> <li>British officer in the Royal Navy.</li> <li>Oversaw the Benin Expedition of 1897, which included looting of Benin’s wealth, and exiling the Oba.</li> </ul> <p><i>Vocabulary:</i><br/> <i>Nigeria, Oba (king), artefact, legacy, ivory, expedition, colonisation</i></p> | <p>Chronology:</p> <ul style="list-style-type: none"> <li>Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.)</li> <li>Order an increasing number of significant events and movements on a timeline using dates accurately.</li> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> </ul> <p>Change and Continuity:</p> <ul style="list-style-type: none"> <li>Make links between events and changes within and across different time periods/societies.</li> <li>Give reasons why changes may have occurred supported by evidence.</li> </ul> <p>Cause and Consequence:</p> <ul style="list-style-type: none"> <li>Identify a range of causes of major events in history.</li> </ul> | <p>Value: Democracy, Reflect</p> <ul style="list-style-type: none"> <li>Show awareness of the way internal and external factors can affect the way a country progresses.</li> <li>Reflect on the importance of Benin and its role in the renewed interest of African art and culture.</li> <li>Reflect on the impact that looting of culturally significant artwork had on the civilization.</li> <li>The value of cultural diversity and heritage in shaping identities and communities in modern times.</li> </ul> |

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|                      | <p>decade, BCE, CE, after, before, during.</p> <ul style="list-style-type: none"> <li>Recognise the difference between primary and secondary sources.</li> <li>Using a range of sources to find out about a period.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Know that archaeological evidence can be used to find out about the past.</li> <li>Begin to interpret why the past may be represented in different ways.</li> <li>Describe accounts of a historical event, explaining some of the reasons why accounts may differ (e.g. author bias).</li> <li>Identify what the situation was like before a change occurred.</li> <li>Identify reasons for change and reasons for continuity.</li> <li>Recognise the links between different societies.</li> <li>Identify short- and long-term causes of major events in history.</li> <li>Explain the impact of an event (including people's actions) on society within a time period.</li> <li>Recognise significant people from historical sources/accounts.</li> <li>To know that significant archaeological findings are those which change how we see the past.</li> </ul> |  | <ul style="list-style-type: none"> <li>Begin to analyse the reasons for, and results of these historical events, including long-term changes in society.</li> </ul> <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>Form own opinions about historical events from a range of sources.</li> <li>Evaluate the usefulness and accuracy of different sources of evidence.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning.</li> </ul> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> <li>Analyse a wide range of evidence to justify claims about the past.</li> </ul> <p>Similarities and Differences:</p> <ul style="list-style-type: none"> <li>Explain a range of similarities and differences between daily lives of people in the past and today.</li> </ul> |   |
| <p><b>Music:</b></p> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognising the use and development of motifs in music.</li> <li>Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ul>   | <p>Kapow Music Scheme:</p> <p>Blues:</p> <ul style="list-style-type: none"> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> </ul> | <ul style="list-style-type: none"> <li>Confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Represent the features of a piece of music using graphic notation, and colours, justifying choices with reference to musical vocabulary.</li> <li>Compare, discuss, and evaluate music using detailed musical vocabulary.</li> </ul>  | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Respect different musical traditions, genres, and cultures.</li> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Identifying scaled dynamics within a piece of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>Using musical vocabulary when discussing improvements to their own and others' work.</li> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Beginning to improvise musically within a given style.</li> <li>Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> <li>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>Using staff notation to record rhythms and melodies.</li> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>Playing syncopated rhythms with accuracy, control and fluency.</li> </ul> | <ul style="list-style-type: none"> <li>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>To understand that a chord is the layering of several pitches played at the same time.</li> </ul> <p><i>Vocabulary:</i><br/> <i>12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</i></p> | <ul style="list-style-type: none"> <li>Improvise coherently within a given style.</li> <li>Select, discuss, and refine musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Suggest and demonstrate improvements to own and others' work.</li> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>Use staff notation to record rhythms and melodies.</li> </ul> | <ul style="list-style-type: none"> <li>Express individual creativity through music composition and performance.</li> <li>Explore different instruments and musical roles.</li> <li>Value the contributions of various musicians and composers to the world of music.</li> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>Lead, make decisions, and contribute to the musical process.</li> <li>Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>Reflect on the historical and cultural contexts of different musical pieces.</li> <li>Share musical talents and skills through performances.</li> <li>Share ideas, insights, and responsibilities.</li> <li>Set musical goals, whether related to technique, theory, or performance.</li> <li>Aim for higher levels of musical proficiency and expression.</li> <li>Develop a love for music through exposure to various genres and styles.</li> <li>Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>Listen to and understand each other in teamwork.</li> <li></li> </ul> |
|  | Year 5:   |   |  |   |

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|            | <ul style="list-style-type: none"> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>Using staff notation to record rhythms and melodies.</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Suggesting and demonstrating improvements to own and others' work.</li> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> </ul> |  |  |  |
| <b>PE:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Work tactically as part of a team.</li> <li>Be aware of space and use it to support team-mates.</li> <li>Use space to cause problems for the opposition.</li> <li>Use rules fairly to keep games going.</li> <li>Keep possession with greater success.</li> <li>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent.</li> <li>Choose and use a range of simple tactics for defending their own court.</li> <li>Adapt and refine rules to manipulate the game.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify specific tactics that help to keep possession of the ball in rugby.</li> <li>Explain different ways to send and receive with control in games.</li> <li>Explain the use of running, jumping, throwing, and catching in isolation and in combination when playing competitive games e.g., Rugby.</li> <li>Describe warm up activities that relate to invasion games.</li> <li>Explain the choice of warm up activities.</li> </ul> <p><i>Key Vocabulary:</i><br/> <i>catching and throwing, target throwing, coordination, position, passing, game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate. pass, throw, catch, pivot, opposition, teamwork, evaluate, feedback, assess.</i></p> | <ul style="list-style-type: none"> <li>Send and receive with control in games.</li> <li>Use a range of tactics to help their team keep the ball and take it towards the oppositions try-line.</li> <li>Carry out warm up activities that use exercises that relate to invasion games.</li> </ul> | <p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Carry out activities to improve their work and understand why they are useful.</li> <li>Come up with and share sensible solutions, given time to think about their actions.</li> <li>Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>Show resilience when receiving feedback and reflect on how this can be used.</li> </ul> |
| <b>RE:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>Describe some reasons for why people belong to religions.</li> </ul>  | <p>What is Justice?</p> <ul style="list-style-type: none"> <li>Define justice.</li> </ul>  | <p>Learning About Religion &amp; Belief:</p> <ul style="list-style-type: none"> <li>Describe some reasons for why people belong to religions.</li> </ul>   | <p>Values: Respect, Value, Reflect</p>   |

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|             | <ul style="list-style-type: none"> <li>• Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>• Use a wider religious vocabulary.</li> <li>• Begin to suggest reasons for similarities and differences in the answers given to moral questions.</li> <li>• Begin to explain how religious sources are used to provide answers to moral questions.</li> <li>• Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> <li>• Give own views and describe the views of others on questions about identity and the meaning of life.</li> <li>• Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>• Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul> | <ul style="list-style-type: none"> <li>• Give examples of justice from own lives/within school context.</li> <li>• Recount the story of Jonah and the Ninevites.</li> <li>• Explain if destroying a city is a just punishment.</li> <li>• Identify why Jonah was angry with God.</li> <li>• Retell the story of The Prodigal Son.</li> <li>• Identify the teachings that one can take from the story.</li> <li>• Recall what happened to Fatima bint Al-Aswad.</li> <li>• Explain Mohammed’s choices with regards to her punishment.</li> <li>• Recognised what can be learnt about God and justice from the story of The Rabbi and the Cow.</li> <li>• Compare images of justice in society.</li> <li>• Justify own opinions as to whether justice is always necessary.</li> </ul> <p><i>Vocabulary:</i><br/>justice, parable, just, fair, unjust, unfair, right, wrong, balance, neutral, equal</p> | <ul style="list-style-type: none"> <li>• Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>• Use a wider religious vocabulary.</li> <li>• Begin to suggest reasons for similarities and differences in the answers given to moral questions.</li> <li>• Begin to explain how religious sources are used to provide answers to moral questions.</li> <li>• Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> </ul> <p>Learning From Religion &amp; Belief:</p> <ul style="list-style-type: none"> <li>• Give own views and describe the views of others on questions about identity and the meaning of life.</li> <li>• Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>• Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul> | <ul style="list-style-type: none"> <li>• Respect different viewpoints around justice both from peers and from religious sources of wisdom.</li> <li>• Value the importance of recognising own faults and making changes/repenting for wrongdoing.</li> <li>• Reflect on own choices and those of others and consider if these are just/proportionate.</li> <li>• Reflect on what can be learnt from religious stories/sources of wisdom and how we can grow from these.</li> </ul>   |
| <b>RSE:</b> | <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Explain what money is - that money comes in different forms.</li> <li>• Know how money is obtained (e.g. earned, won, borrowed, presents).</li> <li>• Explain how people make choices about what to do with money, including spending and saving</li> <li>• Identify the difference between needs and wants - that people may not always be able to have the things they want.</li> <li>• Recognise how to keep money safe and the different ways of doing this.</li> </ul>   | <p>Living in the Wider World:</p> <ul style="list-style-type: none"> <li>• Recognise how people make decisions about spending and saving money and what influences them.</li> <li>• Know how to keep track of money so people know how much they have to spend or save.</li> <li>• Explain how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans).</li> <li>• Recognise what makes something ‘value for money’ and what this means to them.</li> <li>• Identify that there are risks associated with money (it can be won, lost or stolen) and how</li> </ul>   | <ul style="list-style-type: none"> <li>• Money.</li> <li>• Making decisions.</li> <li>• Spending and Saving.</li> </ul>  | <p>Values: Value, Reflect, Entrust, Share</p> <ul style="list-style-type: none"> <li>• Recognise the importance of good money management and that this requires careful reflection on wants/needs and affordability.</li> <li>• Understand the concept of value for money and how this can be important for long-term goals.</li> <li>• Identify that money is often a shared responsibility in households.</li> <li>• Know that if you are extended credit in any form, you are being entrusted with the responsibility of paying this back.</li> </ul> |



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|                        |  | <p>money can affect people's feelings and emotions.</p>  |   |   |
| <p><b>Spanish:</b></p> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>To know that plural nouns referring to nouns of mixed gender always take the masculine form.</li> <li>To know whether to use the pronouns <i>el</i> – he, or <i>ella</i> – she (or the gender-neutral pronoun <i>elle</i>) when describing someone.</li> <li>To know that the ending of verbs changes according to the subject.</li> <li>To know how to form the first three persons of the verb <i>tener</i> – to have, <i>llamarse</i> – to be called, <i>vivir</i> – to live, and <i>gustarse</i> – to like.</li> <li>To know that there is no possessive apostrophe in Spanish but that to say ‘my mother’s father’ the Spanish would say <i>el padre de mi madre</i> – the father of my mother.</li> <li>Listening and selecting information from short audio passages to give an appropriate response.</li> <li>Identifying key information in simple writing.</li> <li>Using a range of language detective strategies to decode new vocabulary.</li> <li>Forming a question in order to ask for information.</li> <li>Speaking in full sentences using known vocabulary.</li> <li>Speaking and reading aloud with increasing confidence and fluency.</li> <li>Adapting model sentences to express different ideas.</li> <li>Writing a short text using a model or scaffold.</li> <li>Using adapted phrases to describe a person.</li> </ul> | <p>Kapow Spanish Scheme:</p> <p>Spanish Portraits:<br/>Grammar:</p> <ul style="list-style-type: none"> <li>To know that the ending of an adjective often changes according to the gender and number of the noun it describes.</li> <li>To know that a statement can be made into a question simply by changing your intonation and punctuation, e.g. <i>¿Tiene ojos azules? ¿Es Ana?</i></li> </ul> <p>Cultural Awareness:</p> <ul style="list-style-type: none"> <li>To know about the Cubist movement and key Cubist artists in Spain.</li> </ul> <p><i>Vocabulary:</i><br/><i>los ojos, el pelo, corto, largo, liso, ondulado, rizado, una barba, un bigote, una boca, una ceja, una nariz, una oreja, Lleva gafas.</i></p> | <p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>Listening and selecting information from short audio passages to give an appropriate response.</li> <li>Using a range of language detective strategies to decode new vocabulary, including context.</li> <li>Identifying key information in simple writing.</li> </ul> <p>Language Production:</p> <ul style="list-style-type: none"> <li>Forming a question in order to ask for information.</li> <li>Speaking in full sentences using known vocabulary.</li> <li>Using intonation and gestures to differentiate between statements and questions.</li> <li>Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.</li> <li>Using adapted phrases to describe an object or person.</li> <li>Using adjectives with correct placement and agreement.</li> </ul> | <ul style="list-style-type: none"> <li>To feel confident to speak Spanish.</li> <li>Appreciate similarities and differences between languages and cultures.</li> <li>Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>Reflect on own progress and aspire for highest quality possible.</li> </ul> |

\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage