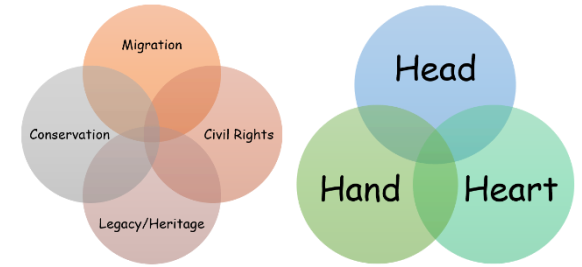




Riversdale Primary School

Medium Term Planning



Year Group	Year 5
Term	Spring 2

Learning Overview

This half term, the pupils in Year 5 will build on their understanding of the life of children in the Victorian era, by exploring the impact of child labour laws and the eventual development of the United Nations Charter for the Rights of the Child. In geography, the pupils will continue to learn about volcanoes, focusing specifically on what happens when they erupt and how this impacts the people living near them, as well as identifying where volcanoes are around the world. In RE, pupils will expand their knowledge of Islam including the pillars, prayer and pilgrimage. In design and technology, the pupils will apply their learning of textiles to design, make and evaluate a product based on a fictional design problem submitted by a member of the school community. This half term will also see World Book Day. As part of the celebrations, all pupils across the school will explore the same picture book and use this as a stimulus for their writing.

Quality Stimulus Text(s)

<ul style="list-style-type: none"> • Escape from Pompeii • The Firework Maker's Daughter • WORLD BOOK DAY BOOK 	
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Significant People Past & Present

- Sir John Tenniel (Art)
- Lord Shaftesbury (History)
- The Prophet Muhammad (PBUH)

Linked UNCRC Articles	
<ul style="list-style-type: none"> Article 3: Best Interests of the Child Article 5: Family Guidance as Children Develop Article 10: Contact with Parents Across Countries 	<ul style="list-style-type: none"> Article 12: Respect for Children’s Views Article 13: Sharing Thoughts Freely Article 14: Freedom of Thought & Religion

Subject	Consolidating: <small>What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?</small>	Head* <small>What substantive KNOWLEDGE should the children learn?</small>	Hand* <small>What disciplinary knowledge and SKILLS should the children learn?</small>	Heart* <small>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?</small>
Writing:	<p>Year 4:</p> <ul style="list-style-type: none"> Know that the opening and resolution should be linked to create a satisfying and cohesive story. Recognise that paragraphs should be organised correctly to build up to the key event, ensuring a clear progression of the plot. Understand that links between sentences help guide the reader smoothly from one idea to the next. Identify that appropriate choices of pronouns and nouns within and across sentences aid cohesion and avoid repetition. Know that expanded noun phrases add detail and clarity by modifying adjectives, nouns, and prepositional phrases. Understand that adverbial phrases define when, where, or how something happens. Recognise that variation in sentence structures, including fronted adverbials, makes writing more engaging. Know that a range of conjunctions and adverbials should be used to link ideas effectively. Understand that adverbs add subtlety of meaning or show how often something happens. Recognise that tense should be correct and consistent, with past and present tense used appropriately. 	<p><u>SETTING DESCRIPTION:</u></p> <ul style="list-style-type: none"> Know that the sequence of the description may be disrupted for effect, such as using a flashback to heighten tension. Recognise that the opening and resolution should shape the description, ensuring a sense of cohesion. Understand that structural features of narrative can enhance description, such as repetition for effect. Identify that paragraphs should vary in length and structure to reflect changes in mood, pace, or detail. Know that sentence length and complexity should vary, with shorter sentences for impact and longer ones for detail. Recognise that relative clauses can be used to add extra information about a noun. Understand that a wide range of subordinate conjunctions should be used to create varied and complex sentences. Identify that embedded subordinate clauses can be used for emphasis or to condense information efficiently. Know that figurative language, such as similes and personification, can build vivid imagery. 	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> A vivid setting description, inspired by <i>Escape from Pompeii</i>, of a volcanic eruption. A short 3rd person narrative inspired by the school’s selected World Book Day text. <p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform:</p> <ul style="list-style-type: none"> A diary entry in the role of Lila recounting her journey to the volcano, detailing her thoughts, emotions and describing the surroundings. <p>Handwriting:</p> <ul style="list-style-type: none"> 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. <p>Composition:</p> <ul style="list-style-type: none"> Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience. 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 	<ul style="list-style-type: none"> Work collaboratively, listening to one another and sharing ideas. Enjoying writing and listening to stories. Building confidence in reading and writing. Reflect on own writing and set targets for improvement, with support. Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none"> Identify that verbs may refer to continuous action where necessary. Recognise that fronted adverbials require a comma after them. Identify that accurate pronoun use helps to avoid repetition of nouns. Know that apostrophes should be used to mark singular and plural possession. Understand that inverted commas must be used correctly to indicate direct speech. Know that a comma should be used after a reporting clause when it precedes speech. <p>Year 5:</p> <ul style="list-style-type: none"> Explain the format and structure of a diary entry, including increased precision in description, chronology and thoughts/feelings. Explain the format and structure of a 3rd person narrative, including plot disruption for effect, e.g., flashback. Recognise a wider range of subordinating conjunctions. Explain the impact of varying sentence length and type in narrative writing. 	<ul style="list-style-type: none"> Recognise that repetition can be used for effect, creating rhythm and emphasis in the description. Understand that precise vocabulary choices should reflect the intended impact on the reader and the genre of the writing. Identify that expanded noun phrases add specificity and richness to description. Know that modal verbs can be used to indicate possibility or certainty within the scene. Recognise that verbs can be modified using prefixes to alter meaning. Understand that adjectives should be carefully selected to enhance the setting's atmosphere. Know that a range of fronted adverbials should be used to structure sentences effectively. Recognise that pronouns can be used to introduce relative clauses for additional detail. Identify that brackets, dashes, and commas can be used for parenthesis, particularly to add extra detail without disrupting flow. Understand that commas should be used to avoid ambiguity in complex sentences. <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> Know that the sequence of the plot may be disrupted for effect, such as using a flashback to reveal key details. Recognise that the opening and resolution should shape the story, ensuring a clear structure. Understand that structural features of narrative, such as repetition, can be used to create emphasis or build tension. Identify that paragraphs should vary in length and structure to 	<p>spelling, punctuation and grammar.</p>	
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control pacing and engage the reader.

- Know that sentence length and complexity should vary, with shorter sentences for impact and longer ones for detail.
- Recognise that relative clauses add extra information about a noun, enhancing description and characterisation.
- Understand that a wide range of subordinate conjunctions should be used to create varied and complex sentences.
- Identify that embedded subordinate clauses can be used for emphasis or to condense information efficiently.
- Know that figurative language, such as similes and personification, can enhance description and atmosphere.
- Recognise that repetition can be used for effect, reinforcing key themes or emotions in the narrative.
- Understand that precise vocabulary choices should reflect the intended impact on the reader and be appropriate for the genre.
- Identify that pronouns can be used to hide the doer of an action, creating suspense.
- Know that expanded noun phrases add detail and specificity to descriptions.
- Recognise that modal verbs can be used to indicate possibility or certainty within the story.
- Understand that verbs can be modified using prefixes to alter meaning.
- Identify that adjectives should be carefully selected to create a strong visual impact.
- Know that a range of fronted adverbials should be used to structure sentences effectively.

- Recognise that adverbials of time, place, and number help to guide the reader through the narrative.
- Understand that relative pronouns should be used to introduce relative clauses for additional detail.
- Identify that brackets, dashes, and commas can be used for parenthesis, particularly in relative clauses.
- Know that commas should be used to avoid ambiguity in complex sentences.

DIARY ENTRY:

- Know that the introduction and conclusion should be developed to include an elaborated personal response, expressing thoughts and feelings.
- Recognise that events should be described in a detailed and engaging way to bring the experience to life.
- Understand that information must be organised chronologically, with clear signals to the reader about time, place, and personal response.
- Identify that sentence length should be varied, using shorter sentences for impact and longer ones for detail.
- Know that relative clauses should be used to add extra detail about people, places, or events.
- Recognise that a wide range of subordinate conjunctions should be used to ensure cohesion and sentence complexity.
- Understand that embedded subordinate clauses can be used to emphasise key details or condense information efficiently.
- Know that expanded noun phrases add specificity and detail to descriptions.

		<ul style="list-style-type: none"> • Recognise that modal verbs should be used to indicate possibility, obligation, or certainty. • Understand that verbs can be modified using prefixes to alter meaning. • Identify that adjectives should be carefully selected to convey emotions and experiences effectively. • Know that a range of fronted adverbials should be used to guide the reader through the sequence of events. • Recognise that adverbials of time, place, and number help to structure the recount clearly. • Understand that adverbials can be used to indicate degrees of possibility. • Identify that relative pronouns should be used to introduce relative clauses. • Know that tense should be correct and consistent, typically using past tense for recounting events, with present tense where appropriate for reflection. • Recognise that brackets, dashes, and commas can be used for parenthesis to add extra information. • Understand that commas should be used to avoid ambiguity in complex sentences. 		
<p>Reading:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions. • Read books that are structured in different ways and read for a range of purposes. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Sky Song <p>Non-Fiction:</p> <ul style="list-style-type: none"> • A Romani Story – A Different Kind of Freedom <p>Poetry:</p> <ul style="list-style-type: none"> • Wonderland, Alice in Poetry <p>Comprehension:</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context. • Self-correction, including re-reading and reading ahead. • Reading widely and frequently for pleasure and information. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Pupils will respect different cultures, traditions, and viewpoints presented in a diverse range of fiction and non-fiction texts. They will show respect during discussions by listening carefully and considering the views of others.

	<ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views. • Retrieve, record and present some information from fiction and non-fiction. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Learn a wider range of age-appropriate poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions. • Read books that are structured in different ways and read for a range of purposes. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views. • Retrieve, record and present some information from fiction and non-fiction. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Learn a wider range of age-appropriate poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. 	<ul style="list-style-type: none"> • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences. • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. • Connecting prior knowledge and textual information to make inferences and predictions. • Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc. • Use information on-screen and on paper. • Connecting prior knowledge and textual information to make inferences and predictions. • Read closely, annotating for specific purposes. • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. • Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices. • Finding the main idea of a text. 	<ul style="list-style-type: none"> • Pupils will express their personal responses to texts and offer reasoned justifications for their views. They will develop individual interpretations of themes, characters, and authorial choices. • Pupils will value literature from a range of cultures and time periods. They will recognise the importance of reading for both pleasure and information, and understand how language and structure enhance meaning. • Pupils will take responsibility for understanding increasingly complex texts by applying a range of reading strategies, self-correcting when necessary, and annotating texts for specific purposes. • Pupils will reflect on the author's language choices, themes across texts, and the difference between fact and opinion. They will also consider how texts shape readers' thinking and feelings. • Pupils will prepare and perform poems and play scripts with expression, and engage in discussions and formal presentations or debates about books they have read, using notes to stay focused. • Pupils will participate in collaborative discussions, challenge ideas appropriately, and contribute to group decision-making when comparing texts or evaluating arguments within them. • Pupils will aspire to read a wide range of challenging texts fluently and with understanding, including those with complex sentence structures, abstract themes, or sophisticated vocabulary. • Pupils will foster a love of reading by exploring diverse texts, performing poetry, debating issues
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	<ul style="list-style-type: none"> • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader. • Distinguishing between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context. • Self-correction, including re-reading and reading ahead. • Reading widely and frequently for pleasure and information. • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences. • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. • Connecting prior knowledge and textual information to make inferences and predictions. • Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc. • Use information on-screen and on paper. • Connecting prior knowledge and textual information to make inferences and predictions. • Read closely, annotating for specific purposes. 	<ul style="list-style-type: none"> • With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader. • Distinguishing between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <p><i>Vocabulary:</i> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p>		<p>raised in books, and finding enjoyment in reading for both personal interest and academic growth.</p> <ul style="list-style-type: none"> • Pupils will develop empathy by inferring characters’ thoughts and motives, exploring figurative language, and reflecting on how writers create mood and tension to influence readers’ emotional responses.
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	<ul style="list-style-type: none"> • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. • Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices. • Finding the main idea of a text. 			
Mathematics:	<p>Year 4:</p> <ul style="list-style-type: none"> • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. • Recognise and write decimal equivalents of any number of tenths or hundredths. • Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$. • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Round decimals with 1 decimal place to the nearest whole number. • Compare numbers with the same number of decimal places up to 2 decimal places. • Solve simple measure and money problems involving fractions and decimals to 2 decimal places. • Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. 	<ul style="list-style-type: none"> • Explain the meaning of the term equivalent. • Identify that fractions and decimals can be equivalent e.g. $\frac{1}{2}$ is equivalent to 0.5 OR 0.45 is $\frac{45}{100}$. • Recall that the decimal point marks the boundary between the ones and the tenths place value. • Explain that when one is split into 1000 equal parts, each part is one thousandth. • Know that one thousandth can be written as $\frac{1}{1000}$ in fraction form, or 0.001 in decimal form. • Explain that rounding is when a value, for example a decimal number is simplified to a specific degree of accuracy. • Understand that when rounding, the place value to the right of the desired level of accuracy should be used. E.g. when rounding to the nearest tenth, the value of the hundredths column must be used. • Know that when rounding, if the value to the right of the desired level of accuracy is 5 or above, the value is rounded up, but if this is 4 or less, the value remains. • Know that one tenth, is greater than one hundredth and one hundredth is greater than one thousandth. • Confidently differentiate between the symbols for greater than (>) and less than (<). 	<p>Fractions, Decimals and Percentages (Decimals):</p> <ul style="list-style-type: none"> • Read and write decimal numbers as fractions. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. • Read, write, order and compare numbers with up to 3 decimal places. • Solve problems involving number up to 3 decimal places. <p>Fractions, Decimals and Percentages (Percentage):</p> <ul style="list-style-type: none"> • Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”. • Write percentages as a fraction with denominator 100, and as a decimal fraction. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25. <p>Properties of Shape:</p> <ul style="list-style-type: none"> • Estimate and compare acute, obtuse and reflex angles. • Draw given angles and measure them in degrees ($^{\circ}$). 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

		<ul style="list-style-type: none"> • Understand that per cent relates to “number of parts per 100”. • Know that any percentage can be written with the value as the numerator and 100 as the denominator. E.g. 77% is 77/100. • Identify that a percentage can also be written as a decimal where the ones digit is in the hundredths place and the tens digit in the tenths place. E.g. 61% is 0.61. • Recognise and recall decimal and percentage equivalents for a range of significant fractions including: 1/2, 1/4, 1/5, 2/5 and 4/5. • Identify that angles are measured in degrees ($^{\circ}$). • Recall that angles are measured using a protractor where the baseline of is aligned with one of the angle’s sides. • Know that acute angles measure less than 90°. • Know that 90° is referred to as a right angle. • Know that obtuse angles are greater than 90° but less than 180°. • Know that reflex angles are an angle greater than 180° but less than 360°. 		
Science:	<p>Year 5:</p> <ul style="list-style-type: none"> • Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. • Choose a type of enquiry to carry out and justify this choice. • Recognise the need for control variables where necessary and identify these. • Select from a range of practical resources to gather evidence to answer questions. • Carry out fair tests, recognising and controlling variables. 	<p>Materials - Working Scientifically Focus Part 2:</p> <ul style="list-style-type: none"> • Changing states of matter are the most common reversible changes. • Melting is a reversible change. You can undo its effects by freezing the substance. • Freezing is a reversible change. You can undo its effects by melting the substance. • Evaporating is a reversible change. You can undo its effects by condensing the substance. • Condensation is a reversible change. You can undo its effects by evaporating the substance. 	<p>Ask Questions</p> <ul style="list-style-type: none"> • Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. • Choose a type of enquiry to carry out and justify this choice. • Recognise the need for control variables where necessary and identify these. <p>Enquiry</p> <ul style="list-style-type: none"> • Select from a range of practical resources to gather evidence to answer questions. • Carry out fair tests, recognising and controlling variables. 	<p>Values: Reflect, Entrust, Value, Respect, Aspire</p> <ul style="list-style-type: none"> • Pupils reflect on their prior knowledge of materials and investigations, thinking carefully about what they already know and how it helps them plan a fair test. • Pupils are entrusted with scientific equipment and the responsibility to follow safety rules and conduct a fair test. • Pupils learn to value careful observations and accurate conclusions, understanding the

	<ul style="list-style-type: none"> Decide what observations or measurements to make over time and for how long. Look for patterns and relationships using a suitable sample. During an enquiry, make decisions, for example: take repeat readings (fair testing), increase the sample size (pattern seeking) OR adjust the observation period and frequency (observing over time), in order to get accurate data (closer to the true value). Check further secondary sources (researching) to check observations/ measurements. Decide how to record and present evidence. Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. Discuss whether other evidence e.g. from other groups, secondary sources, and own scientific understanding, supports or refutes their answer. Talk about how own scientific ideas change due to new evidence gathered. Talk about how new discoveries change scientific understanding. Communicate findings to an audience using relevant scientific language and illustrations. 	<ul style="list-style-type: none"> Dissolving is a reversible change. You can undo its effects by evaporating and condensing the liquid. The product of a chemical reaction will have different properties to the reactants. Cooking is an irreversible change. You cannot get the original ingredients back. Burning is also an irreversible change. The material cannot be returned to its original state. <p><i>Vocabulary:</i> <i>soluble, dissolve, solution, independent variable, dependent variable, control variable, conclusion, reversible, irreversible, chemical reaction</i></p>	<ul style="list-style-type: none"> Decide what observations or measurements to make over time and for how long. Look for patterns and relationships using a suitable sample. <p>Observe</p> <ul style="list-style-type: none"> During an enquiry, make decisions, for example: take repeat readings (fair testing), increase the sample size (pattern seeking) OR adjust the observation period and frequency (observing over time), in order to get accurate data (closer to the true value). Check further secondary sources (researching) to check observations/ measurements. <p>Record/Present</p> <ul style="list-style-type: none"> Decide how to record and present evidence. Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. <p>Conclusions</p> <ul style="list-style-type: none"> Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. Discuss whether other evidence e.g. from other groups, secondary sources, and own scientific understanding, supports or refutes their answer. Talk about how own scientific ideas change due to new evidence gathered. Talk about how new discoveries change scientific understanding. <p>Evaluation</p> <ul style="list-style-type: none"> Evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. 	<p>importance of using evidence to explain their findings.</p> <ul style="list-style-type: none"> Pupils show respect for scientific knowledge by accurately identifying reversible changes and understanding how materials behave. Pupils aspire to deepen their understanding of irreversible changes and chemical reactions, thinking like scientists to explain real-world processes.
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			<ul style="list-style-type: none"> Identify any limitations that reduce the trust in their data. <p>Communicate</p> <ul style="list-style-type: none"> Communicate findings to an audience using relevant scientific language and illustrations. 	
<p>Art:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process. Start to develop own style based on learning around artists and techniques, including mixed media. Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work. Recognise the art of key artists and begin to place them in key movements or historical events. Work in a sustained and independent way to create a detailed drawing. Apply different techniques learnt for different purposes. 	<p>Drawing:</p> <ul style="list-style-type: none"> Tenniel’s work was known for its use of hatching and cross hatching. In hatching and cross hatching, the closer together the lines are, the darker the area will look. Tenniel used this for creating shadows and tonal contrast. Perspective techniques can be used to support with scale and proportion. Changing proportions helps to create a sense of exaggeration. Tenniel used this to create interesting looking characters and help tell the story. <p>Significant People</p> <p>Sir John Tenniel:</p> <ul style="list-style-type: none"> Famous as the illustrator of Alice’s Adventures in Wonderland. Intricate linework and shading were a hallmark of his style. Drawings mixed realistic details with exaggerated proportions. <p><i>Vocabulary:</i> <i>three-dimensional, perspective, scale, proportion, detail, tonal contrast, hatching, cross-hatching, viewfinder, source material</i></p>	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process. Start to develop own style based on learning around artists and techniques, including mixed media. <p>Responding to Art:</p> <ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work. Recognise the art of key artists and begin to place them in key movements or historical events. <p>Drawing:</p> <ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. 	<p>Values: Respect, Individuality, Reflect, Value, Share, Empathy</p> <ul style="list-style-type: none"> Respect the work and individual style of the artist and the influence he has had in the art world. Reflect on previously learnt skills related to scale, proportion and perspective and think about what they could improve on. Value the use of different grades of pencil and how they help us achieve a more detailed and realistic drawing. Show individuality in their designs and drawings, whilst incorporating the skills learnt and style of John Tenniel. Encourage pupils to empathise with their peers by listening attentively to their reflections on their artwork, understanding the effort and emotions invested in the creative process.

	<ul style="list-style-type: none"> • Begin to develop an awareness of scale and proportion. • Develop perspective in their drawing through one-point or two-point perspective. • Confidently compose drawings building on prior knowledge. • Work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. • Explore the combination of different art media in their artwork. 		<ul style="list-style-type: none"> • Apply different techniques learnt for different purposes. • Begin to develop an awareness of scale and proportion. • Develop perspective in their drawing through one-point or two-point perspective. • Confidently compose drawings building on prior knowledge. • Work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. • Explore the combination of different art media in their artwork. 	
Computing:	<p>Year 4:</p> <ul style="list-style-type: none"> • Using decomposition to solve a problem by finding out what code was used. • Using decomposition to understand the purpose of a script of code. • Identifying patterns through unplugged activities. • Using past experiences to help solve new problems. • Using abstraction to identify the important parts when completing both plugged and unplugged activities. • Creating algorithms for a specific purpose. • Using abstraction and pattern recognition to modify code. 	<p>Kapow Computing Scheme</p> <p>Programming Music Lessons 4 – 5:</p> <ul style="list-style-type: none"> • That a soundtrack is music for a film/video and that one way of composing these is on programming software. • Loops can make the process of writing music simpler and more effective. • How to adapt their music while performing. <p><i>Vocabulary:</i> <i>bug, code, debug, decompose, loop, music, output, pitch, program, repeat, rhythm, Scratch, soundtrack, tempo, timbre, tinker</i></p>	<ul style="list-style-type: none"> • Predicting how software will work based on previous experience. • Writing more complex algorithms for a purpose. • Iterating and developing their programming as they work. • Confidently using loops in their programming. • Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. • Writing code to create a desired effect. • Using a range of programming commands. • Using repetition within a program. • Amending code within a live scenario. • Using logical thinking to explore software more independently, making predictions based on their previous experience. • Using a software programme (Scratch) to create music. • Identify ways to improve and edit programs, videos, images etc. 	<p>Values: Aspire, Individuality, Share</p> <ul style="list-style-type: none"> • Highlight how aspiring to create high-quality work drives progress. • Discuss examples of perseverance in programming, emphasising the importance of setting challenging goals and working toward them step by step. • Celebrate how pupils can interpret the task differently and use programming commands in creative ways to plan a distinctive composition. • Reinforce that individuality leads to innovative solutions and creativity. • Create opportunities for group discussions or peer feedback. • Emphasise how sharing plans can lead to new ideas, collaborative problem-solving, and mutual inspiration.

<p>DT:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> Understand the importance of seam allowance. Define the term pattern/template, including its use. Begin to use patterns to fabric to support with accurate cutting. Understand that joining fabric securely and neatly is important for the product to stay together. Apply a range of stitch methods, e.g. running stitch, backstitch, overstitch and/or blanket stitch. Sew on buttons and make loops. Apply appropriate decoration techniques based on prior/new learning. <p>Year 5:</p> <ul style="list-style-type: none"> Model their ideas using prototypes and pattern pieces. Select tools and equipment suitable for the task. Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. Select materials and components suitable for the task. Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. Produce appropriate lists of tools, equipment and materials that they need. Formulate step-by-step plans as a guide to making. Follow procedures for safety and hygiene. Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Accurately measure, mark out, cut and shape materials and components. 	<p>CONTEXT:</p> <p><i>“Hi everyone, I’m Allison. I seriously LOVE to travel! I carry all sorts of keepsakes from my travels in my backpack. Lately, I’ve been finding it really uncomfortable to rest when I’m on the move. I wish I had something soft to sit on or lean against when I stop to rest. It should be strong enough to last through my travels and easy to carry. Can you design and make something for me?”</i></p> <p>Classy Cushions Lessons 4 – 6:</p> <ul style="list-style-type: none"> No new knowledge, but applying the following: <ul style="list-style-type: none"> Examples of decorative stitches include satin stitches, and lazy daisy stitches. Functional stitches include running stitches and blanket stitches. Patterns/templates should be pinned onto fabric to ensure that they do not move during cutting. Seam allowances must be included to ensure the final product is the correct size. It is good practice to apply embellishments to each piece of fabric before final construction. Tacking hold pieces together before permanent stitching. Eyelets create small holes in fabric to thread through ribbon or lace. Toggles adds a playful element. Embroidery allows for intricate designs to be stitched onto fabric. Appliqué adds texture and dimension to the fabric surface. Buttons can be decorative and functional. 	<p>Textiles:</p> <ul style="list-style-type: none"> Confidently use appropriate vocabulary for tools, materials and their properties. Create 3D products using pattern pieces and seam allowance. Combine different fabrics to improve functionality or aesthetics. Decorate textiles appropriately often before joining components. Recognise that stitches can be decorative as well as functional. Use a range of decorative features, e.g. eyelets, buttons, toggles, embroidery or applique. Pin and tack fabric pieces together, considering seam allowance. Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). <p>Designing:</p> <ul style="list-style-type: none"> Model their ideas using prototypes and pattern pieces. <p>Making:</p> <ul style="list-style-type: none"> Select tools and equipment suitable for the task. Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. Select materials and components suitable for the task. Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. Produce appropriate lists of tools, equipment and materials that they need. Formulate step-by-step plans as a guide to making. Follow procedures for safety and hygiene. Use a wider range of materials and components than KS1, including 	<p>Values: Entrust, Aspire, Reflect, Empathy</p> <ul style="list-style-type: none"> Explain that pupils are being entrusted with the sensible and safe use of equipment. Encourage aspirations of achieving excellence in their craftsmanship as they bring their designs to fruition. Encourage pupils to set high standards for themselves and strive to execute their projects with precision and creativity. Reflect on the process of making their dishes, considering what went well and what they could improve upon in the future. Show empathy for their classmates by providing constructive feedback in a supportive and respectful manner.
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	<ul style="list-style-type: none"> • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. 		<p>construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <ul style="list-style-type: none"> • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. <p>Evaluating:</p> <ul style="list-style-type: none"> • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. 	
<p>Geography:</p>	<p>Years 3 & 4:</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern and Southern Hemisphere. • Locate the Tropic of Cancer and the Tropic of Capricorn. • Explain that topography refers to the shape, height and depth of a place • Compare geographical regions using topographical features and land use patterns describing how some of these aspects have changed over time. 	<p>Extreme Experiences Lessons 4 – 5</p> <ul style="list-style-type: none"> • Volcanoes can be active, dormant, or extinct. • Eruptions can be explosive (ash clouds, pyroclastic flows) or gentle (lava flows). • Volcanic gases can harm human health and the environment. • People in volcanic regions must be prepared to evacuate when necessary. • Volcanoes are found along tectonic plate boundaries. 	<p>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Identify how physical features affect human activity within a location. <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Identify geographical similarities and differences between countries and the impact this has on communities/the country (Volcanoes). <p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> • Ask geographical questions such as ‘why is this place like this?’, ‘how is this place changing?’, ‘how are 	<p>Value: Empathy, Share</p> <ul style="list-style-type: none"> • Pupils develop empathy by considering the experiences of people living near volcanoes during eruptions. • Case studies will help to explore the challenges communities face and how they recover, encouraging pupils to “step into their shoes.” • Pupils should be encouraged to share information and collaborate

	<ul style="list-style-type: none"> Ask geographical questions such as ‘why is this place like this?’, ‘how is this place changing?’, ‘how are other places affected?’ Using a range of maps, including digital maps, to locate a range of given countries. Begin to use four figure grid references. <p>Year 5:</p> <ul style="list-style-type: none"> Know that the earth is made up of a core, outer core, mantle, crust, tectonic plate, and fault lines. Identify physical features of a range of locations across the world. Apply learning of physical geography, including: volcanoes. Use longitude, latitude, coordinates to locate on a map. Use and create grid references to locate on a map. 	<p><i>Vocabulary:</i> <i>crust, mantle, core, tectonic plates, plate boundaries, volcano, magma, lava, eruption, Ring of Fire</i></p>	<p>other places affected?’, ‘how have humans had an impact?’</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate a wide range of countries on a world map, including within Europe (for identifying countries with volcanoes). Use longitude, latitude, coordinates to locate on a map (for pinpointing volcanic locations). <p>Mapwork:</p> <ul style="list-style-type: none"> Use and create grid references to locate on a map. 	<p>as they study volcano locations using maps and atlases.</p>
<p>History:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> Establish clear narratives within and across the periods studied. Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Order an increasing number of significant events and movements on a timeline using dates accurately. Form own opinions about historical events from a range of sources. Describe the most significant features of past societies and periods. Explain a range of similarities and differences between daily lives of people in the past and today. 	<p>Workhouses & Chimneys Lessons 4 – 5:</p> <ul style="list-style-type: none"> The Factory Acts made it illegal for children under 9 to work in factories. The laws set limits on the number of hours children could work and required schooling for children. <p>Significant People Lord Shaftesbury:</p> <ul style="list-style-type: none"> A politician, philanthropist, and social reformer. Campaigned for laws to protect children from exploitation and improve working conditions. <p><i>Vocabulary:</i> <i>act, reform, legislation, legacy</i></p>	<p>Chronology:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Order an increasing number of significant events and movements on a timeline using dates accurately. Establish clear narratives within and across the periods studied. <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> Know that the most reliable sources are primary sources which were created for official purposes. Form own opinions about historical events from a range of sources. <p>Change & Continuity:</p> <ul style="list-style-type: none"> Discuss the reasons behind historical changes in British society and their impact. 	<p>Value: Democracy, Reflect</p> <ul style="list-style-type: none"> The creation of laws to protect children, such as the Factory Acts, was a result of democratic processes where the public, social reformers, and lawmakers fought for children’s rights. This lesson encourages students to reflect on how far society has come since the Victorian era and to consider the importance of protecting children’s rights today.

	<ul style="list-style-type: none"> • Make links between events and changes within and across different time periods/societies. • Give reasons why changes may have occurred supported by evidence. 		<ul style="list-style-type: none"> • Make links between events and changes within and across different time periods/societies. • Give reasons why changes may have occurred supported by evidence. • Describe how and why some changes within past societies are maintained and still affect us today. <p>Similarities & Differences:</p> <ul style="list-style-type: none"> • Describe the most significant features of past societies and periods. • Explain a range of similarities and differences between daily lives of people in the past and today. 	
<p>Music:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing, and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies, and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Selecting, discussing, and refining musical choices both alone and with others, using musical vocabulary with confidence. 	<p>Kapow Music Scheme:</p> <p>Composition to Represent the Festival of Colour</p> <ul style="list-style-type: none"> • To know that a vocal composition is a piece of music created only using voices. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. • To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. • To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. <p><i>Vocabulary:</i> <i>dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synaesthesia, tempo, texture, timbre, visual representation, vocal sounds</i></p>	<ul style="list-style-type: none"> • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). • Selecting, discussing, and refining musical choices both alone and with others, using musical vocabulary with confidence. • Working 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. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance. • Explore different instruments and musical roles. • Value the contributions of various musicians and composers to the world of music. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Lead, make decisions, and contribute to the musical process. • Engage in reflective practices after performances, analysing what went well and areas for improvement.

	<ul style="list-style-type: none"> Working 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. Performing with accuracy and fluency from graphic and simple staff notation. 		<ul style="list-style-type: none"> Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. Using musical vocabulary to offer constructive and precise feedback on others' performances. 	<ul style="list-style-type: none"> Reflect on the historical and cultural contexts of different musical pieces. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Set musical goals, whether related to technique, theory, or performance. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Nurture emotional connections to music and express and interpret emotions through performance. Develop empathy by understanding the emotions conveyed in different pieces. Listen to and understand each other in teamwork.
<p>PE:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Confidently use simple tactics i.e. choose a good place to stand when receiving the ball. Set up small games with minimal support. Carry out tactics that make games more difficult for their opponent, including aiming the ball away from them. Make suggestions as to what needs practicing both for themselves and their peers. 	<ul style="list-style-type: none"> Identify appropriate exercise and activities for warming up. Explain how these activities affect their bodies in relation to preparedness for sport. Confidently explain the need for tactics in a game. Define the terms forehand, backhand and overhead shots. Explain what a volley is and why this is important. Explain with examples how specific tactics related to the net/wall game can make the game difficult for their opponent. Explain how to direct the ball towards a target area and away from their opponent. Describe what they and others do that is successful with clear examples. <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> Confidently use a range of tactics for different purposes. Independently set up small games. Use forehand, backhand and overhead shots increasingly well in the games they play. Use volley in games where it is important. Make suggestions as to what needs practicing both for themselves and their peers with specific examples. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. Come up with and share sensible solutions, given time to think about their actions. Work collaboratively to improve individual and team member skills, showing aspiration. Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used.

		<i>ready position, underarm throw, overarm throw, hold, racket, strike, target area, opponent, forehand, backhand, overhead, shot, volley.</i>		
RE:	<p>Year 5:</p> <ul style="list-style-type: none"> Describe some reasons for why people belong to religions. Begin to suggest reasons for similarities and differences in the answers given to moral questions. Begin to explain how religious sources are used to provide answers to moral questions. Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. Use a wider religious vocabulary. Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. Give own views and describe the views of others on questions about identity and the meaning of life. Use brief reasons and some references to sources of wisdom, such as inspirational people. Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views. 	<p>What are the five pillars of Islam?</p> <ul style="list-style-type: none"> The five pillars are called so because they support and uphold a Muslim's faith. The Five Pillars are: Shahadah (faith), Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage). Salah involves specific movements, including standing, bowing, always facing Makkah. Wudu (ritual washing) is performed before prayer to show respect and purity. Fasting teaches self-discipline, gratitude, and empathy for those who are less fortunate. At sunset, Muslims break their fast with dates and water, followed by a meal called Iftar. Eid al-Fitr is celebrated at the end of Ramadan, marking the end of fasting. Zakat is given to the poor, those in debt, and others in need. Giving Zakat helps to remind Muslims that wealth is a gift from Allah. During Hajj, Muslims walk around the Kaaba seven times and perform rituals to remember the trials of Ibrahim and Hajar. <p>Significant People</p> <p>The Prophet Muhammad (PBUH):</p> <ul style="list-style-type: none"> A central figure in Islam. Allah revealed the Qur'an to Muhammad. Muslims fast during Ramadan to remember the first revelation. <p><i>Vocabulary:</i></p>	<p>Learning About Religion and Beliefs</p> <ul style="list-style-type: none"> Describe some reasons for why people belong to religions. Begin to suggest reasons for similarities and differences in the answers given to moral questions. Begin to explain how religious sources are used to provide answers to moral questions. Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. Use a wider religious vocabulary. Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. <p>Learning From Religion and Beliefs</p> <ul style="list-style-type: none"> Give own views and describe the views of others on questions about identity and the meaning of life. Use brief reasons and some references to sources of wisdom, such as inspirational people. Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views. 	<p>Values: Reflect, Respect, Empathy, Share, Aspire</p> <ul style="list-style-type: none"> Pupils reflect on why religious people follow core beliefs and practices. They consider what guiding principles or 'pillars' shape their own lives. Pupils learn to respect the commitment Muslims show to prayer and faith. They consider the importance of respecting different religious practices in a diverse society. Pupils develop empathy by thinking about the challenges of fasting and how it helps Muslims understand the struggles of others. They consider how making sacrifices can help people connect with those less fortunate. Pupils explore the idea of giving and sharing wealth to help others. They think about why generosity and kindness are important values in all communities. Pupils consider how Muslims aspire to complete Hajj as an important religious goal. They reflect on the importance of personal goals and meaningful journeys in their own lives.

		<p><i>Five Pillars, Shahadah, Salah, Sawm, Ramadan, Zakat, Hajj, Makkah, Kaaba, pilgrimage</i></p>		
<p>RHW:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> About the importance of friendships. Strategies for building positive friendships. How positive friendships support wellbeing. What constitutes a positive healthy friendship (e.g. Mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). That the same principles apply to online friendships as to face-to-face relationships. The importance of seeking support if feeling lonely or excluded. That healthy friendships make people feel included. Recognise when others may feel lonely or excluded. Strategies for how to include them. How friendships can change over time, about making new friends and the benefits of having different types of friends. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. To recognise that there are different types of relationships (e.g. Friendships, family relationships, romantic relationships, online relationships). That a feature of positive family life is caring relationships; about the different ways in which people care for one another. To recognise and respect that there are different types of family structure (including single parents, 	<p>My Happy Mind: Relate Lessons 1 – 4</p> <p>To Know:</p> <ul style="list-style-type: none"> What their Top 5 Strengths are and which Virtue they fall under. That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A -P happy, calm and relaxed. That you are more likely to see different strengths and perspectives positively when Team H-A -P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships. <p>My Happy Relationships: Friendships Lesson 1</p> <p>To Know:</p> <ul style="list-style-type: none"> To recognise what it means to 'know someone online' and how 	<p>My Happy Mind: Relate</p> <ul style="list-style-type: none"> Notice and explain how others use their strengths differently and how this contributes to teamwork. Use Happy Breathing to stay calm and think clearly in challenging social situations. Apply Stop, Understand and Consider and Active Listening skills in friendships. Demonstrate gratitude towards friends who help them, supporting positive relationships. Reflect on strengths and perspectives to solve problems collaboratively with others. <p>My Happy Relationships: Friendships</p> <ul style="list-style-type: none"> Recognise the difference between knowing someone online and face-to-face, including the risks of online communication. Identify peer influence and the impact of their online actions on others. Recognise if a friendship, online or offline, makes them feel unsafe or uncomfortable and ask for support when needed. Explain what makes a positive, healthy friendship and demonstrate these behaviours. Apply strategies to manage changes, resolve disputes, and reconcile differences safely in friendships. Adapt friendship skills to online contexts as well as face-to-face situations. Plan how to make new friends and maintain different types of friendships over time. 	<p>My Happy Mind: Relate</p> <p>Values: Reflect, Empathy, Share</p> <ul style="list-style-type: none"> Pupils will think about their own strengths and how they contribute to relationships and teamwork. Pupils will recognise and value other people's strengths and perspectives. Pupils will express appreciation and gratitude to friends and peers. <p>My Happy Relationships: Friendships</p> <p>Values: Respect</p> <ul style="list-style-type: none"> Pupils will treat others considerately, both online and offline, and value positive, healthy friendships. <p>My Happy Relationships: Families and Close Positive Relationships</p> <p>Values: Respect, Empathy</p> <ul style="list-style-type: none"> Pupils will recognise and respect the diversity of family structures and relationships. Pupils will understand how relationships affect feelings and respond thoughtfully to others.

	<p>same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <ul style="list-style-type: none"> To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. <p>Year 4:</p> <ul style="list-style-type: none"> That when they use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best. When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. Why it is important to show gratitude to their friends when they help. That the skills needed to listen actively can help them to 'Stop, Understand and Consider'. That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for them to talk to friends too. 	<p>this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <ul style="list-style-type: none"> Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. What constitutes a positive healthy friendship (e.g. Mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). That the same principles apply to online friendships as to face-to-face relationships. How friendships can change over time, about making new friends and the benefits of having different types of friends. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. <p><i>Vocabulary:</i> <i>healthy friendships, online, offline, safe, peer pressure, uncomfortable</i></p> <p>My Happy Relationships: Families and Close Positive Relationships Lesson 1</p> <p>To Know:</p> <ul style="list-style-type: none"> To recognise that there are different types of relationships (e.g. Friendships, family 	<p>My Happy Relationships: Families and Close Positive Relationships</p> <ul style="list-style-type: none"> Identify different types of relationships, including friendships, family, romantic, and online relationships. Recognise features of positive family life, including care, commitment, and support during difficult times. Respect different family structures and explain how all families can provide love, security, and stability. Recognise when family relationships make them feel unhappy or unsafe. Seek help or advice from trusted adults when they feel worried or unsafe about family situations. 	
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relationships, romantic relationships, online relationships).

- About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.
- That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
- That people who love and care for each other can be in a committed relationship (e.g. Marriage), living together, but may also live apart.
- That a feature of positive family life is caring relationships; about the different ways in which people care for one another.
- To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
- To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

*Vocabulary:
families, relationships, marriage, happy,
affection, unhappy, unsafe, love, care,
security, stability*

<p>Spanish:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • Listening and selecting information from short audio passages to give an appropriate response. • Reading and responding to a range of authentic texts. • Identifying key information in simple writing. • Using a range of language detective strategies to decode new vocabulary including context and text type. • Speaking and reading aloud with increasing confidence and fluency. • Adapting model sentences to express different ideas. • Writing a short text using word and phrase cards to model or scaffold. 	<p>Kapow Spanish Scheme:</p> <p>Spanish Food & Drink: Phonics To know:</p> <ul style="list-style-type: none"> • That phonic knowledge can be applied to pronounce unfamiliar words. <p>Grammar To know:</p> <ul style="list-style-type: none"> • That when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun. • That when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun. <p><i>Vocabulary:</i> <i>Me gusta(n), no me gusta(n), Me gusta(n) mucho, ¿Te gusta(n) ...?, Le gusta(n), ¿A quien le gusta(n)?, A John., ¿Qué me recomiendas?, Te recomiendo..., ¿Qué te gusta(n) más: ... o ...?, ¿Qué tipo de ... ?</i></p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> • Using a range of language detective strategies to decode new vocabulary including context and text type. • Identifying key information in simple writing. • Listening and selecting information from short audio passages to give an appropriate response. <p>Language Production</p> <ul style="list-style-type: none"> • Forming a question in order to ask for information. • Speaking in full sentences using known vocabulary. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Adapting model sentences to express different ideas. 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage