



# Riversdale Primary School

## MEDIUM TERM PLANNING

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| YEAR GROUP | Year 5   |
| TERM       | Autumn 2 |

| CLASS READER | VEHICLE TEXT(S) FOR READING & WRITING |
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| LEARNING OVERVIEW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>This half term, Year 5 will continue their exploration of the Kingdom of Benin in History, examining how internal conflict, British colonisation and the expedition of 1897 contributed to its decline, while considering the importance of preserving cultural heritage. This global perspective continues in Geography, where pupils will use latitude, longitude and time zones to plan a long-haul journey to Nigeria and explore its physical and human geography. In Science, pupils will investigate gravity, air and water resistance, and discover how mechanisms such as levers, pulleys and gears can change the forces needed to move objects. Creativity and problem-solving will be developed through Art, inspired by the distinctive work of Sudanese artist Ibrahim El-Salahi, Computing, where pupils will programme and debug BBC micro:bits, and Design and Technology, where they will construct moving toys using cam mechanisms. Pupils will perform together as a pop band in Music, develop teamwork and tactical thinking through rugby in PE, and explore ideas of fairness, equality, mercy and responsibility through the theme of justice in Religious Education. Through RHW, they will recognise and develop their personal character strengths, while Spanish will build their confidence in describing people and exploring portraiture and Spanish culture.</p> |

| SIGNIFICANT PEOPLE PAST & PRESENT                                       |                                                                                |
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| <ul style="list-style-type: none"><li>Ibrahim El-Salahi (Art)</li></ul> | <ul style="list-style-type: none"><li>Admiral Harry Rawson (History)</li></ul> |

| UNCRC LINKED ARTICLES                                                                                                                                                                               |                                                                                                                                                                                    |
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| <ul style="list-style-type: none"><li>Article 2 – Non-discrimination</li><li>Article 12 – Respect for the views of the child</li><li>Article 14 – Freedom of thought, belief and religion</li></ul> | <ul style="list-style-type: none"><li>Article 29 – Goals of education</li><li>Article 30 – Culture, language and religion</li><li>Article 31 – Leisure, play and culture</li></ul> |

| SUBJECT         | <b>CONSOLIDATING:</b><br><small>WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON?<br/>WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>HEAD*</b><br><small>WHAT SUBSTANTIVE KNOWLEDGE SHOULD THE CHILDREN LEARN?</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>HAND*</b><br><small>WHAT DISCIPLINARY KNOWLEDGE AND SKILLS SHOULD THE CHILDREN LEARN?</small>                                                                                                                                                                                                                                                                                                                        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SHOULD THE CHILDREN DEVELOP?</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| <b>READING:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>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.</li> <li>Retrieve, record and present some information from fiction and non-fiction.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Learn a wider range of age-appropriate poetry by heart.</li> <li>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.</li> <li>Predict what might happen from details stated and implied.</li> <li>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> </ul> | <p>Ready, Steady, Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>Wonder</li> <li>The Goldfish Boy</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>Against the Odds</li> <li>Coming to England</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>A Poem for Every Night of the Year</li> <li>We are Family</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>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.</li> <li>Retrieve, record and present some information from fiction and non-fiction.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Learn a wider range of age-appropriate poetry by heart.</li> </ul> | <p>Reading Skills:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Self-correction, including re-reading and reading ahead.</li> <li>Reading widely and frequently for pleasure and information.</li> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.</li> <li>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> <li>Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc.</li> <li>Use information on-screen and on paper.</li> <li>Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>Read closely, annotating for specific purposes.</li> <li>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will develop respect by engaging thoughtfully with texts from different cultures, traditions, time periods and viewpoints, recognising the value of diverse voices and experiences.</li> <li>Pupils will show respect during reading discussions, debates and presentations by listening carefully, responding appropriately and considering interpretations that may differ from their own.</li> <li>Pupils will develop responsibility by taking ownership of their reading, applying strategies such as re-reading, self-correcting, annotating, questioning and clarifying meaning when texts become more complex.</li> <li>Pupils will show responsibility by preparing carefully for discussions, performances, debates and presentations, using notes and textual evidence to support focused contributions.</li> <li>Pupils will develop reflection by considering how authors use language, structure, figurative language and vocabulary to shape meaning, mood, tension and the reader's response.</li> <li>Pupils will show reflection by comparing themes across texts, distinguishing between fact and opinion, and considering how texts influence readers' thinking and feelings.</li> <li>Pupils will develop reflection by forming personal responses to texts and justifying their views with evidence, while refining their</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• 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.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• 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.</li> <li>• Distinguishing between statements of fact and opinion.</li> <li>• 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.</li> <li>• 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.</li> <li>• Self-correction, including re-reading and reading ahead.</li> <li>• Reading widely and frequently for pleasure and information.</li> <li>• Identify how punctuation relates to sentence structure and how</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• 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.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• 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.</li> <li>• Distinguishing between statements of fact and opinion.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Finding the main idea of a text.</li> </ul> | <p>interpretations of characters, themes and authorial choices.</p> <ul style="list-style-type: none"> <li>• Pupils will develop resilience by tackling challenging texts with increasingly complex sentence structures, abstract themes and sophisticated vocabulary.</li> <li>• Pupils will show resilience by persevering when meaning is not immediately clear, using reading strategies and discussion to deepen their understanding.</li> <li>• Pupils will develop respect and reflection by empathising with characters, inferring thoughts, feelings and motives, and considering how writers create emotional responses in the reader.</li> <li>• Pupils will develop responsibility and resilience by reading widely for pleasure and information, building stamina, independence and confidence as readers.</li> </ul> |
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|                 | <p>meaning is constructed in complex sentences.</p> <ul style="list-style-type: none"> <li>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> <li>Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc.</li> <li>Use information on-screen and on paper.</li> <li>Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>Read closely, annotating for specific purposes.</li> <li>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices.</li> <li>Finding the main idea of a text.</li> </ul> | <p><i>Vocabulary:</i><br/> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p>                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>WRITING:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.</li> <li>Use fronted adverbials.</li> <li>Use paragraphs to organise ideas around a theme.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Ready, Steady, Write Scheme:</p> <p>Vehicle Texts:</p> <ul style="list-style-type: none"> <li>The Lost Thing</li> <li>The New Girl</li> </ul> <p>Grammar: Sentence</p> <ul style="list-style-type: none"> <li>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Use expanded noun phrases to convey complicated information concisely</li> </ul> | <p>Pupils to apply grammar, purpose for writing and specific text type features in</p> <p><b>Writing to Narrate:</b></p> <ul style="list-style-type: none"> <li>A Return Narrative</li> </ul> <p>Pupils to apply grammar, purpose for writing and specific text type features in</p> <p><b>Writing to Recount:</b></p> <ul style="list-style-type: none"> <li>A Letter</li> </ul> <p>Handwriting:</p> <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</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will show respect by listening carefully to one another's ideas, taking turns to speak and valuing the different stories, sentences and vocabulary choices shared by others.</li> <li>Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices about words, punctuation and presentation.</li> <li>Pupils will take responsibility when working with a partner or group by sharing ideas, helping</li> </ul> |

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|                     | <ul style="list-style-type: none"> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Use commas after fronted adverbials.</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Using modal verbs to indicate degrees of possibility</li> </ul> <p>Grammar: Text</p> <ul style="list-style-type: none"> <li>Develop understanding in using devices to build cohesion within a paragraph</li> </ul> <p>Grammar: Punctuation</p> <ul style="list-style-type: none"> <li>Indicate grammatical features using dashes to indicate parenthesis</li> <li>Indicate grammatical features using commas to indicate parenthesis</li> <li>Using brackets to indicate parenthesis</li> <li>Using commas after fronted adverbials (Y4 consolidation)</li> </ul> <p><i>Vocabulary:</i><br/> <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p> | <p>when given choices and deciding whether to join specific letters.</p> <p>Composition:</p> <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> <li>Plan by noting and developing initial ideas, drawing on reading where necessary.</li> <li>Draft and write by selecting appropriate grammar and vocabulary for the desired impact.</li> <li>Edit own work independently, applying current learning around spelling, punctuation and grammar.</li> </ul> | <p>others and contributing positively to writing tasks.</p> <ul style="list-style-type: none"> <li>Pupils will develop reflection by reading back their own writing, noticing what they have done well and identifying simple ways to improve with support.</li> <li>Pupils will use reflection to respond to feedback, edit their writing and begin to set small targets for improvement.</li> <li>Pupils will show resilience by building confidence as writers, having a go at new vocabulary, sentence structures and spelling patterns, and continuing even when writing feels challenging.</li> <li>Pupils will show resilience by learning that writing improves through practice, drafting, editing and trying again.</li> <li>Pupils will develop a positive attitude towards writing by enjoying stories, poems and non-fiction texts, and using these as inspiration for their own writing.</li> <li>Pupils will show respect and kindness when responding to the work of others, giving feedback in a supportive way and recognising the effort that has gone into each piece of writing.</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> </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> </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</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Pupils will show respect by listening carefully to others' mathematical ideas and explanations.</li> <li>Pupils will show respect by taking turns when discussing and solving problems collaboratively.</li> <li>Pupils will show respect by recognising that different methods can be equally valid.</li> <li>Pupils will show respect by agreeing, questioning and challenging ideas appropriately.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|  | <ul style="list-style-type: none"> <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 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> <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>• Define the term remainders.</li> <li>• Explain how remainders in division problems are based on the context.</li> <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> </ul> | <p>and interpret remainders appropriately for the context.</p> <ul style="list-style-type: none"> <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 division and a combination of these, including understanding the meaning of the equals sign.</li> <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> | <ul style="list-style-type: none"> <li>• Pupils will demonstrate responsibility by selecting appropriate methods, equipment and resources.</li> <li>• Pupils will demonstrate responsibility by explaining their mathematical thinking rather than simply giving others the answer.</li> <li>• Pupils will demonstrate responsibility by checking their calculations and correcting errors.</li> <li>• Pupils will demonstrate responsibility by contributing positively when working with a partner or group.</li> <li>• Pupils will develop reflection by reviewing their methods and considering whether their answers are reasonable.</li> <li>• Pupils will develop reflection by learning from mistakes and using feedback to improve.</li> <li>• Pupils will develop reflection by comparing different strategies and identifying efficient approaches.</li> <li>• Pupils will develop reflection by explaining what they have learned and identifying their next steps.</li> <li>• Pupils will develop resilience by persevering when calculations, reasoning or problems are challenging.</li> <li>• Pupils will develop resilience by trying a different strategy when their first approach is unsuccessful.</li> <li>• Pupils will develop resilience by breaking complex problems into smaller, manageable steps.</li> <li>• Pupils will develop resilience by recognising that mistakes and misconceptions are an important part of mathematical learning.</li> </ul> |
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| <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</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> </ul> | <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</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will develop reflection by considering how gravity affects objects and using scientific knowledge to explain differences between mass and weight.</li> <li>• Pupils will demonstrate responsibility by selecting appropriate equipment, measuring accurately and recording results carefully during an investigation.</li> <li>• Pupils will reflect on patterns in evidence and use their observations to explain how air resistance affects moving objects.</li> <li>• Pupils will take responsibility for planning and carrying out an enquiry carefully, checking evidence and recognising limitations in their data.</li> <li>• Pupils will develop resilience by testing mechanisms, refining their approach and persevering as they investigate how force can be reduced.</li> <li>• Pupils will reflect on observations and evidence to identify relationships between gear size, speed, direction and force.</li> </ul> |

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|  | <p>and comparative and simple fair tests.</p> <ul style="list-style-type: none"> <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> <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> </ul> | <ul style="list-style-type: none"> <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>trundle wheel, force meter with a suitable scale.</p> <ul style="list-style-type: none"> <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> <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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|             | <ul style="list-style-type: none"> <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 writing, using appropriate scientific language.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <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> </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></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</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will show respect by exploring how El-Salahi's Sudanese, African, Arab and Islamic influences contribute to his distinctive artistic style.</li> <li>• Pupils will demonstrate responsibility by selecting and controlling brush techniques carefully to create textures, effects and moods.</li> <li>• Pupils will reflect on how symbols, motifs and imagery can communicate ideas, emotions and deeper meanings within artwork.</li> <li>• Pupils will develop resilience by experimenting with colour, composition, texture and mixed media, taking creative risks and adapting ideas as their work develops.</li> <li>• Pupils will critically reflect on their own artwork, identify strengths and areas for development, and make purposeful improvements linked to their artistic intentions.</li> <li>• Pupils will show respect by giving thoughtful and constructive feedback that recognises a peer's artistic choices while suggesting ways their work could develop.</li> </ul> |

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|            | <ul style="list-style-type: none"> <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 relation to styles and approaches to develop this further.</li> <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> | <p><i>modernism, motif, tones, mood, colour, study, stippling, hatching, texture, layering, symbolism, geometric, composition</i></p>                                                                                                                                                                                                                                                                                                                                                                                        | <p>explanations that are supported by their knowledge or artists and techniques.</p> <ul style="list-style-type: none"> <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> <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> |                                                                                                                                                                                                                                                                                                                                            |
| COMPUTING: | <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Breaking down a problem into smaller parts makes it easier to solve the problem.</li> <li>• Loops are used to save time when writing code by reducing repetition.</li> <li>• A variable is a container or holder for storing information that can change, e.g. numbers or text.</li> <li>• Conditional statements tell the computer what to do next based on a user's input.</li> <li>• It is important to identify where the mistake is in the programming as part of the debugging process.</li> <li>• Errors in a program could result from sequencing errors, coding errors or missing code.</li> </ul>                                                                                                                                                                                     | <p>Kapow Computing Scheme:</p> <p>Programming: BBC Micro:Bit: Lessons 4 - 5</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• Running a program to identify errors should be done before checking the code.</li> <li>• Errors in a program could be a result of forgetting to 'end' a loop.</li> <li>• Typing and spacing are very important in text-based languages and can cause errors in code if used incorrectly.</li> </ul> <p><i>Vocabulary:</i><br/><i>conditional statement, condition, variable</i></p> | <ul style="list-style-type: none"> <li>• Decomposing a program independently when given a specific outcome or task to achieve.</li> <li>• Explaining what a program does and how it works, referring to the inputs and outputs.</li> <li>• Becoming more efficient and effective at debugging their programs.</li> <li>• Systematically identifying mistakes, problems or 'bugs' in a program.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Pupils will demonstrate responsibility by programming the sensor carefully and using its input accurately to produce an appropriate output.</li> <li>• Pupils will reflect systematically on how their program works, identify and correct bugs, and explain how it could be improved.</li> </ul> |

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|     | <ul style="list-style-type: none"> <li>• Working towards a given goal that a program needs to accomplish.</li> <li>• Breaking down what they want to achieve into smaller, manageable parts.</li> <li>• Tinkering with an existing text-based code to see how it affects a program.</li> <li>• Remixing code to alter and add to an existing program.</li> <li>• Creating loops to make code more efficient in block-based programs.</li> <li>• Beginning to use variables in block-based programming languages to make programs more interactive.</li> <li>• Including a conditional statement in block-based programming languages.</li> <li>• Recognising the relationship between what is happening in a program and the written (block) code.</li> <li>• Working backwards, beginning to identify the code they think a program uses.</li> <li>• Running small chunks of code at a time to find the error or 'bug.'</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| DT: | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Cam Mechanism Toys:<br/>Lessons 4 – 6</p> <p><i>CONTEXT:</i><br/> <i>"Hello, I'm Azar and I need your help. I have a nephew who is 3 and I want to make him a toy. He enjoys toys that are bright and colourful and that he can make move. He also loves to turn things. Can you help me design and make something for him?"</i></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> </ul> | <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</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will take responsibility for preparing a clear sequence of steps and selecting suitable tools, materials and components.</li> <li>• Pupils will develop resilience by responding resourcefully to practical problems and adapting their work when the mechanism does not operate as intended.</li> <li>• Pupils will reflect honestly on their finished product, considering feedback and identifying how well it meets the design specification and the user's needs.</li> </ul> |

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|  | <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Understand that mechanical systems have an input, process and an output.</li> <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> <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>• 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>according to functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> <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> <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> |  |
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| <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 representations e.g., aerial view and topological maps.</li> <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>A Long-Haul Journey:<br/>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><i>Vocabulary:</i><br/><i>longitude, latitude Greenwich Mean Time (GMT), time zone, climate, biome</i></p> | <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> <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> | <ul style="list-style-type: none"> <li>Pupils will reflect on how Greenwich Mean Time and time zones help people across the world coordinate travel, communication and daily life.</li> <li>Pupils will show respect by recognising and valuing Nigeria's geographical, environmental and cultural diversity.</li> <li>Pupils will take responsibility for making informed travel decisions that consider routes, distance, climate, time, cost and local culture.</li> </ul> |
| <b>HISTORY:</b>   | <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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The Kingdom of Benin:<br/>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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Pupils will reflect on how a combination of internal conflict, external pressure and colonisation contributed to Benin's decline.</li> </ul>                                                                                                                                                                                                                                                                                           |

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|  | <ul style="list-style-type: none"> <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, decade, BCE, CE, after, before, during.</li> <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> </ul> | <ul style="list-style-type: none"> <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>Continuity/Cause and Consequence etc.)</p> <ul style="list-style-type: none"> <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> <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> | <ul style="list-style-type: none"> <li>• Pupils will show respect for Benin's artistic and cultural legacy and recognise the harm caused by the destruction and looting of its heritage.</li> <li>• Pupils will consider our responsibility to preserve cultural heritage, represent the past accurately and address the ownership of looted artefacts.</li> </ul> |
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|               | <ul style="list-style-type: none"> <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>MUSIC:</b> | <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Music can be described using musical elements such as pitch, rhythm, tempo and dynamics.</li> <li>• Music can be classified or 'sorted' into different ways.</li> <li>• Music from different cultures and time periods sound different because of their musical features.</li> <li>• Rhythm: To know that rhythms can repeat or change to create patterns in music.</li> <li>• Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same.</li> <li>• Instrumentation: To know that instruments belong to families and can have different roles in a piece of music.</li> <li>• Beginning to explain their responses to music using musical features to support their ideas.</li> <li>• Beginning to identify a wider range of instruments and their role within a piece of music.</li> <li>• Recognising and discussing how volume (dynamics) change.</li> <li>• Developing an understanding of the history of a diverse range of music.</li> <li>• Exploring different techniques for playing the same instrument to create different sounds.</li> <li>• Maintaining a steady beat using an instrument. Beginning to play</li> </ul> | <p>Kapow Music Scheme:</p> <p>Three-chord pop: Playing in a band</p> <p>Listening and Evaluating</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• A range of instruments and understand the roles they play within a piece of music.</li> <li>• Different styles of music follow different structures.</li> <li>• To know that new musical styles are always developing, often inspired by existing styles.</li> </ul> <p>Inter-related dimensions</p> <ul style="list-style-type: none"> <li>• Structure: To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation).</li> <li>• Harmony: To know that chords and harmony support melody and add depth to music.</li> </ul> <p><i>Vocabulary:</i><br/> <i>bass line, chord, chord sequence, confidence, control, expression, harmony, in time, lyrics, melody, mistakes, mood, musical contrast, pop, posture, rehearse, repeat, technique.</i></p> | <p>Listening and Evaluating:</p> <ul style="list-style-type: none"> <li>• Giving increasingly critical appraisals of music using appropriate musical vocabulary and referring to specific elements and sections of a piece.</li> <li>• Using musical vocabulary when describing music and its effect on the listener.</li> <li>• Using knowledge of genre and style when talking about music they hear.</li> </ul> <p>Creating Sound</p> <ul style="list-style-type: none"> <li>• Maintaining an independent singing part within an ensemble.</li> <li>• Singing melodies following a verse-chorus structure.</li> <li>• Developing technique to project their voice clearly and confidently.</li> <li>• Demonstrating the correct posture when singing.</li> <li>• Singing with consistent clarity and control, articulating words accurately.</li> <li>• Maintaining the beat on their instrument while being aware of other musicians.</li> <li>• Beginning to play a simple pattern of chords.</li> </ul> <p>Improvising and Composing:</p> <ul style="list-style-type: none"> <li>• Improvising or composing music to represent a stimulus and create a specific mood or atmosphere.</li> <li>• Confidently developing melodic ideas, exploring different pitches and rhythms.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will reflect on how different instruments and musical parts work together to create the sound, structure and mood of pop music.</li> <li>• Pupils will take responsibility for learning and maintaining their own part while remaining aware of the other musicians in the ensemble.</li> <li>• Pupils will show respect by listening carefully to others, responding to the ensemble and recognising that each musical part contributes to the overall performance.</li> <li>• Pupils will develop resilience by rehearsing repeatedly, applying feedback and recovering from mistakes without disrupting the flow of the music.</li> <li>• Pupils will reflect critically on their own and others' performances, identifying strengths and next steps and giving constructive feedback using appropriate musical vocabulary.</li> </ul> |

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|     | <p>simple melodies on their instrument.</p> <ul style="list-style-type: none"> <li>Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character.</li> <li>Beginning to improvise using up to five pitches.</li> <li>Improvising melodies over an accompaniment or drone.</li> <li>Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume).</li> <li>Creating short sequences of sound within certain parameters.</li> <li>Exploring how the inter-related dimensions of music can be used to improve a piece or create contrast (e.g. changing speed or volume).</li> <li>Composing to a simple given structure.</li> <li>Beginning to offer constructive thoughts and opinions on peer performances.</li> <li>Beginning to have an awareness of the difference between practice and performance.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Considering the structure of a composition to reflect a style of music.</li> </ul> <p>Performing:</p> <ul style="list-style-type: none"> <li>Offering constructive thoughts and opinions on peer performances, using musical vocabulary and reasoning.</li> <li>Evaluating their performance by identifying strengths and suggesting next steps for improvement.</li> <li>Performing confidently and independently in time with a backing track or ensemble.</li> <li>Applying simple techniques to improve rehearsal and performance.</li> <li>Performing with stage awareness, showing confidence, focus and engagement with the audience.</li> <li>Recovering smoothly from mistakes while maintaining the flow of the performance.</li> <li>Maintaining an individual part (e.g. bass, chords, melody) within a group.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| PE: | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Width creates attacking opportunities.</li> <li>Marking reduces attacking options.</li> <li>Quick transitions create advantage.</li> <li>Communication supports teamwork.</li> <li>Maintaining possession can control the game.</li> <li>Positioning affects attacking and defending success.</li> <li>Apply dribbling, passing, receiving and shooting techniques consistently.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Invasion Games (Rugby)</p> <p>Learn that:</p> <ul style="list-style-type: none"> <li>Tactical adaptations depend on opponents.</li> <li>Positioning affects attacking and defensive balance.</li> <li>Anticipation supports decision-making.</li> <li>Team shape influences performance.</li> <li>Different tactics suit different situations.</li> <li>Communication and leadership improve team effectiveness.</li> </ul> | <ul style="list-style-type: none"> <li>Refine control, speed, agility and technical execution under pressure.</li> <li>Adapt tactics strategically according to opponents and game situations.</li> <li>Analyse gameplay critically and adapt performance independently.</li> <li>Lead others positively and demonstrate sportsmanship and self-regulation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Pupils will show respect by demonstrating sportsmanship during competitive situations, recognising the efforts of teammates and opponents.</li> <li>Pupils will show respect by communicating constructively, listening to others' ideas and supporting fair play during cricket activities.</li> <li>Pupils will develop responsibility by making thoughtful decisions about risk and reward when batting, fielding and responding to game situations.</li> </ul> |

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|     | <ul style="list-style-type: none"> <li>• Apply principles of width, marking, possession and transition.</li> <li>• Evaluate tactical decisions and teamwork effectiveness.</li> <li>• Show resilience and communication during competition.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Vocabulary:</i><br/> <i>possession, space, attack, defence, positioning, team shape, tactics, transition, anticipation, communication, control, marking</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Pupils will develop responsibility by taking on leadership roles, helping to organise their team and contributing positively to attacking and defensive strategies.</li> <li>• Pupils will use reflection by analysing their tactical and technical performance and identifying how to improve their striking, bowling and fielding.</li> <li>• Pupils will use reflection by adapting strategies independently in response to opponents, feedback and changing gameplay situations.</li> <li>• Pupils will build resilience by maintaining focus, self-regulation and effort when playing under pressure.</li> <li>• Pupils will build resilience by responding positively to mistakes, setbacks and competitive challenges, using them to refine performance.</li> </ul> |
| RE: | <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Describe some reasons for why people belong to religions.</li> <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</li> </ul> | <p>What is justice?</p> <ul style="list-style-type: none"> <li>• The Parable of Jonah: <ul style="list-style-type: none"> <li>- God gives the people of Nineveh a chance to change.</li> <li>- Justice can include mercy and giving people the opportunity to repent and improve.</li> </ul> </li> <li>• The Prodigal Son: <ul style="list-style-type: none"> <li>- A father welcomes his lost son even after he wasted his inheritance.</li> <li>- Justice can sometimes mean forgiving others and giving them a second chance.</li> </ul> </li> <li>• The Story of Fatima bint Al-Aswad: <ul style="list-style-type: none"> <li>- Prophet Muhammad instructed that she be</li> </ul> </li> </ul> | <p>Learning About Religion &amp; Belief:</p> <ul style="list-style-type: none"> <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>• 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> </ul> <p>Learning From Religion &amp; Belief:</p> <ul style="list-style-type: none"> <li>• Begin to express much clearer opinions on matters of religion</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will develop respect by considering why fairness, equality and treating others justly are important within communities.</li> <li>• Pupils will reflect on the relationship between justice, mercy, forgiveness and second chances through the story of Jonah.</li> <li>• Pupils will reflect on different perspectives of what is fair and consider how forgiveness and restoration can also form part of justice.</li> <li>• Pupils will consider the importance of taking responsibility for actions and how justice may involve consequences.</li> <li>• Pupils will show respect by recognising that justice should</li> </ul>                                                                                                                                  |

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|             | <p>about identity and the meaning of life.</p> <ul style="list-style-type: none"> <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>                                                                                                                                                                                                                                                                                                                                                                  | <p>punished after she accepted responsibility for a crime.</p> <ul style="list-style-type: none"> <li>- Justice means treating everyone equally under the law.</li> <li>• The Rabbi and the Cow: <ul style="list-style-type: none"> <li>- The Rabbi ensures the owner of a stolen cow is compensated fairly.</li> <li>- Justice means not favouring one person over another.</li> </ul> </li> <li>• The Scales of Justice are a common symbol.</li> <li>• They symbolise balance and fairness.</li> <li>• The blindfold, often worn by a woman/Goddess Themis</li> <li>• It symbolises being impartial or unbiased.</li> </ul> <p><i>Vocabulary:</i><br/>justice, parable, just, fair, repent, punishment, law, balance, impartial, bias</p> | <p>and belief and use some examples to support their views.</p> <ul style="list-style-type: none"> <li>• Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>apply fairly to everyone, regardless of wealth, status or influence.</p> <ul style="list-style-type: none"> <li>• Pupils will reflect on how symbols such as the scales and blindfold represent balance, fairness and impartiality.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RHW:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>• That scientists have discovered that we all have 24 Character Strengths, but in different amounts.</li> <li>• How to identify their top Character Strengths out of the following: <ul style="list-style-type: none"> <li>- Love and Kindness</li> <li>- Bravery and Honesty</li> <li>- Exploring and Learning</li> <li>- Teamwork and Friendship</li> <li>- Love of Life and Our World</li> </ul> </li> <li>• Why Strengths Spotting is so powerful and how the best way to learn about strengths is by noticing them.</li> <li>• How when we spot strengths over and over, we will build Neural Pathways to create a habit.</li> </ul> | <p>My Happy Mind: Celebrate Lessons 1 - 5</p> <ul style="list-style-type: none"> <li>• How the 24 Character Strengths are organised into 6 key Virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence.</li> <li>• That Strengths Spotting shows children how strengths can be used in different ways.</li> <li>• That they still have all 24 Character Strengths but, when they use their Top 5, Team H-A-P feels at its best.</li> <li>• How they can move their strengths around and grow strengths by practising them through Neuroplasticity.</li> <li>• That when they stop and reflect on using their strengths, their Hippocampus will store it as a memory.</li> </ul>                                           | <p>My Happy Mind: Celebrate</p> <ul style="list-style-type: none"> <li>• Ability to categorise and understand different strengths within the larger framework of virtues, fostering self-awareness and emotional intelligence.</li> <li>• Observing and identifying strengths in themselves and others, building empathy, and learning to apply strengths in diverse situations.</li> <li>• Reflecting on personal strengths and choosing which ones to focus on in teamwork, enhancing cooperation and improving group dynamics.</li> <li>• Developing a growth mindset and the ability to practise strengths to improve them, fostering resilience and self-discipline.</li> <li>• Strengthening self-reflection skills, creating positive habits, and</li> </ul> | <p>My Happy Mind: Celebrate</p> <ul style="list-style-type: none"> <li>• Pupils will recognise and value the strengths of others, appreciating the different qualities that each person brings to a group.</li> <li>• Pupils will understand that their own strengths can make a positive contribution to both their personal development and the wellbeing of a team.</li> <li>• Pupils will reflect on their strengths, actions and experiences, considering what they have learned and how they can continue to grow.</li> <li>• Pupils will recognise that strengths can be developed through practice and perseverance, helping them respond positively to challenges and work towards their potential.</li> </ul> |

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|          | <ul style="list-style-type: none"> <li>• That Character Strengths can help them solve problems and that everyone uses different strengths.</li> <li>• Character Strengths can always help them.</li> <li>• That Team H-A-P loves it when we use our Character Strengths because Dopamine gets released in the brain to help us perform at our best.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• They will learn that when faced with a similar situation, they can remember how that strength can help.</li> <li>• How Strengths Spotting can help their brains feel happy as when we use our strengths, Dopamine gets released, and we feel confident.</li> <li>• They will also learn that using our strengths can help us manage our Cortisol levels.</li> </ul> <p><i>Vocabulary:</i><br/> <i>wisdom, courage, humanity, justice, temperance, transcendence, virtues, spotting, strengths, neuroplasticity, Team H-A-P, dopamine, habits, neural pathways, cortisol.</i></p>                                                                                                       | <p>understanding the link between experiences and memory.</p> <ul style="list-style-type: none"> <li>• Building problem-solving and critical thinking abilities, remembering past experiences to inform future decisions.</li> <li>• Learning how to apply strengths for emotional regulation, improving mood, and increasing confidence through self-affirmation and positive reinforcement.</li> <li>• Managing stress and emotional reactions by using strengths to stay calm and centred in challenging situations.</li> </ul>                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SPANISH: | <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 el – he, or ella – she (or the gender-neutral pronoun elle) 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 tener – to have, llamarse – to be called, vivir – to live, and gustarse – 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 el padre de mi madre – the father of my mother.</li> <li>• Listening and selecting information from short audio passages to give an appropriate response.</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. ¿Tiene ojos azules? ¿Es Ana?</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> </ul> | <ul style="list-style-type: none"> <li>• Pupils will show respect by listening carefully when others speak Spanish.</li> <li>• Pupils will show respect by recognising that languages and cultures may communicate ideas in different ways.</li> <li>• Pupils will show respect by responding positively to others’ attempts to speak Spanish.</li> <li>• Pupils will show respect by valuing accurate pronunciation and clear communication.</li> <li>• Pupils will demonstrate responsibility by participating actively in speaking, listening, reading and writing activities.</li> <li>• Pupils will demonstrate responsibility by practising vocabulary and language structures regularly.</li> <li>• Pupils will demonstrate responsibility by using resources, such as word banks and dictionaries, appropriately.</li> </ul> |

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|  | <ul style="list-style-type: none"> <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> |  | <ul style="list-style-type: none"> <li>• Using adjectives with correct placement and agreement.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will demonstrate responsibility by contributing positively during paired and group work.</li> <li>• Pupils will develop reflection by considering how Spanish is similar to and different from English and other languages they know.</li> <li>• Pupils will develop reflection by reviewing their pronunciation, vocabulary and grammatical accuracy.</li> <li>• Pupils will develop reflection by using feedback to improve their spoken and written Spanish.</li> <li>• Pupils will develop reflection by recognising the progress they have made as language learners.</li> <li>• Pupils will develop resilience by having the confidence to speak Spanish even when they are unsure.</li> <li>• Pupils will develop resilience by continuing to communicate when they cannot recall every word.</li> <li>• Pupils will develop resilience by learning from mistakes in pronunciation, grammar and vocabulary.</li> <li>• Pupils will develop resilience by practising unfamiliar language until they can use it with increasing fluency and independence.</li> </ul> |
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