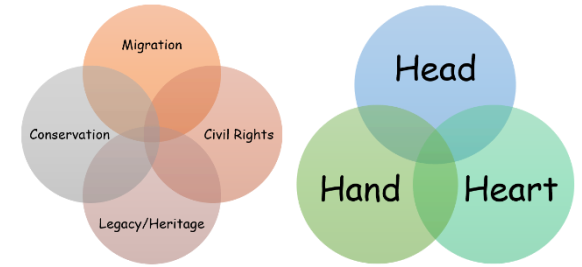




# Riversdale Primary School

## Medium Term Planning



<b>Year Group</b>	<b>Year 5</b>
<b>Term</b>	<b>Spring 1</b>

<b>Learning Overview</b>
<p>This half term, the pupils will begin to explore Victorian London from the perspective of the children. They will develop an understanding of the Victorian viewpoint that child labour helped the economy, by studying workhouses, how children lived and worked in the Victorian era and how the industrial revolution impacted this. In science, the pupils will deepen their understanding of materials, which has been built up since Year 1, by exploring conductivity and solubility. They will then investigate the reversible nature of different solutions and mixtures by working scientifically to develop a clear hypothesis and prediction before planning a fair test with clearly defined independent and control variables. As the investigation requires a heat source, the pupils will also explore the ideas of hazards, risks and precautions in scientific environments. The RE focus this half term is Buddhism, discussing the four noble truths and the eight-fold path.</p>

<b>Engaging Starting Points/Hooks</b>
<ul style="list-style-type: none"> <li>Visit the Ragged School Museum.</li> </ul>

<b>Quality Stimulus Text(s)</b>		<b>Quality Stimulus Video(s)</b>	
<ul style="list-style-type: none"> <li>Street Child</li> </ul>		<ul style="list-style-type: none"> <li>La Luna (Pixar, 2011)</li> </ul>	

<b>Significant People Past &amp; Present</b>	
<ul style="list-style-type: none"> <li>Queen Victoria (English)</li> <li>Elizabeth St Hilaire (Art)</li> </ul>	<ul style="list-style-type: none"> <li>Siddhartha Gautama/Buddha (Religious Education)</li> </ul>

## Linked UNCRC Articles

- Article 1: Definition of a Child
- Article 3: Best Interests of the Child
- Article 6: Life, Survival and Development
- Article 9: Keeping Families Together
- Article 26: Social and Economic Help
- Article 27: Food, Clothing, A Safe Home
- Article 28: Access to Education
- Article 32: Protection from Harmful Work
- Article 36: Protection from Exploitation

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>English:</b>	Year 4: <ul style="list-style-type: none"> <li>• Understand the text read as a class, extracting key details, events, and emotions.</li> <li>• Explain the purposes in which an informal letter might be used within a real-life context.</li> <li>• Know the format of an informal letter including the sender's address, date and appropriate greeting/sign off.</li> <li>• Recognise that contractions are an informal language device.</li> <li>• Identify a range of strategies to provide detail within the context of a letter, e.g. expanded noun phrases, prepositional phrases, fronted adverbials etc.</li> <li>• Identify a range of determiners.</li> <li>• Define the term possessive pronoun.</li> <li>• Explain the difference between plural and possessive.</li> <li>• Explain how apostrophes are used to mark plural possession.</li> <li>• Explain how paragraphs are organised around a theme and when to change paragraphs (TiPTOP).</li> <li>• Articulate how to link ideas across paragraphs using a range of</li> </ul>	<b>INFORMAL LETTER:</b> <ul style="list-style-type: none"> <li>• Understand the text read as a class, extracting key details, events, and emotions.</li> <li>• Explain the purposes in which an informal letter might be used within a real-life context.</li> <li>• Know the format of an informal letter including the sender's address, date and appropriate greeting/sign off.</li> <li>• Recognise that contractions are an informal language device.</li> <li>• Identify a range of strategies to provide detail within the context of a letter, e.g. expanded noun phrases, prepositional phrases etc.</li> <li>• Identify a range of relative pronouns.</li> <li>• Explain how relative clauses can be used to provide additional detail.</li> <li>• Recognise that commas can be used to provide clarity and avoid ambiguity.</li> <li>• Articulate how to link ideas across paragraphs using a range of cohesive devices: repetition of a word or phrase, adverbials of time and place etc.</li> <li>• Recognise how a range of sentence types can be used within</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>• An informal letter written in role as Jim Jarvis to a friend, explaining the events leading up to his being placed in a workhouse. (Sentence Stacking)</li> <li>• A biography detailing the life and achievements of Queen Victoria written for a book about significant monarchs aimed at teenagers. (Sentence Stacking)</li> <li>• An informal letter written from a child to their friend, recounting an event. Inspired by Pixar's Short Film La Luna (2011). (Independent)</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>• Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> <b>Composition:</b> <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> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul>

	<p>cohesive devices: repetition of a word or phrase, adverbials of time and place (fronted or otherwise) etc.</p> <ul style="list-style-type: none"> <li>Recognise how a range of sentence types can be used within the context of a letter, including questions and exclamations.</li> <li>Recognise that engaging title to draws the reader's attention.</li> <li>Know that biographies are written in third person and in past tense.</li> <li>Identify that biographies require some use of present tense where appropriate, for example, if the person being written about is alive and continues to work.</li> <li>Understand the need for a clear introduction identifying the significance of the person.</li> <li>Recall that sub-headings are used to organise information.</li> <li>Know that paragraphs are organised correctly into key events.</li> <li>Explain that links between sentences, through pronouns, adverbials and conjunctions help to navigate the reader from one idea to the next.</li> <li>Know that a closing statement to summarise the overall impact they have had on society is needed to conclude the piece.</li> </ul>	<p>the context of a letter, including questions and exclamations.</p> <p><u>BIOGRAPHY:</u></p> <ul style="list-style-type: none"> <li>Recognise that a biography details the life and achievements of significant people.</li> <li>Know that an engaging title that hooks the reader.</li> <li>Identify that they are written in third person and in past tense.</li> <li>Understand that some use of present tense may be appropriate if the figure is alive and continuing their work.</li> <li>Recognise the importance of a developed introduction identifying the significance of the person and include a personal response where appropriate.</li> <li>Identify that information is organised chronologically with clear signals to the reader about time, place and personal response.</li> <li>Explain the importance of descriptions of events being detailed and engaging.</li> <li>Know that biographies include a closing statement to summarise the overall impact the person has had on society.</li> <li>Recall that fronted adverbials are used to clarify a specialist position.</li> <li>Identify that complex noun phrases and prepositional phrases used to add detail.</li> <li>Recall that a range of conjunctions and adverbials of time are required to link events within a biography cohesively.</li> </ul>	<ul style="list-style-type: none"> <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><b>Mathematics:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the link between division and fractions.</li> <li>Explain the meaning of sum, difference and comparison.</li> <li>Know the mathematical symbols for greater than (&gt;), less than (&lt;) and equal to (=).</li> </ul>	<p>Fractions, Decimals &amp; Percentages (Fractions):</p> <ul style="list-style-type: none"> <li>Compare and order fractions whose denominators are all multiples of the same number.</li> <li>Identify, name and write equivalent fractions of a given</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Working collaboratively with partners and in groups.</li> <li>Using appropriate listening skills and turn taking in group discussion.</li> </ul>

	<ul style="list-style-type: none"> <li>• Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>• Add and subtract fractions with the same denominator.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the mathematical symbols for addition (+) and subtraction (-).</li> <li>• Identify a range of words that can be used to mean addition or subtraction.</li> <li>• Recognise the operation needed to solve a problem based on the given context.</li> <li>• Explain the meaning of the term equivalent.</li> <li>• Know that equivalent fractions have the same value (e.g. <math>50/100 = 5/10 = 1/2</math>).</li> <li>• Define the terms multiple and factor.</li> <li>• Identify multiples and factors of given values.</li> <li>• Explain the meaning of numerator and denominator.</li> <li>• Recognise that a tenth is the result of splitting a given value into 10 equal pieces.</li> <li>• Recognise that a hundredth is the result of splitting a given value into 100 equal pieces.</li> <li>• Recognise mixed numbers.</li> <li>• Know that a mixed number is formed by a whole number and a fraction (e.g. <math>1 \frac{1}{2}</math>).</li> <li>• Know that an improper fraction is any fraction where the numerator is larger than the denominator.</li> <li>• Identify that improper fractions can be converted to mixed numbers and vice versa.</li> <li>• Begin to understand the concept of simplest form.</li> <li>• Know that when adding or subtracting fractions with the same denominator, the numerator is added or subtracted but the denominator stays the same.</li> <li>• Understand that when adding or subtraction fractions with different denominators, one must first be converted to an equivalent fraction with the same denominator as the other.</li> </ul>	<p>fraction, represented visually, including tenths and hundredths.</p> <ul style="list-style-type: none"> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number.</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>
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<p><b>Science:</b></p>	<p>Years 1 – 4:</p> <ul style="list-style-type: none"> <li>A hard material is difficult to scratch or squash.</li> <li>It is usually difficult to change the shape of a hard material.</li> <li>Soft materials however are easy to scratch squash or break.</li> <li>Transparent materials allow light to pass through. We can see through them.</li> <li>An opaque material does not let light pass through it.</li> <li>Magnetic materials are attracted to magnets.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry.</li> <li>Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> <li>Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources.</li> <li>Select from a range of practical resources to gather evidence to answer questions.</li> </ul>	<p>Materials – Working Scientifically Focus Part 1</p> <ul style="list-style-type: none"> <li>Thermal Conductivity: <ul style="list-style-type: none"> <li>Materials that let heat through them easily are called thermal conductors.</li> <li>Materials that do not let heat move through them easily are called thermal insulators.</li> </ul> </li> <li>Electrical Conductivity: <ul style="list-style-type: none"> <li>Materials that let electricity through them easily are called electrical conductors.</li> <li>Materials that let do not let electricity through them easily are called electrical insulators.</li> </ul> </li> <li>Solubility: <ul style="list-style-type: none"> <li>A mixture is a combination of different substances that are not joined together and can be separated.</li> <li>Soluble materials have really small grains. These will form a solution with water.</li> <li>If a material is insoluble, it will not dissolve in water.</li> <li>Insoluble materials have hard and rough grains. These will form a mixture with water.</li> <li>We can make dissolving happen faster by stirring a solution or by using hot water.</li> </ul> </li> </ul> <p><i>Vocabulary: property, material, conductor, insulator, soluble, dissolve, solution, hypothesis, prediction, fair test, variable, hazard, risk</i></p>	<p>Ask Questions</p> <ul style="list-style-type: none"> <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>Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry.</li> <li>Recognise the need for control variables where necessary and identify these.</li> </ul> <p>Record/Present</p> <ul style="list-style-type: none"> <li>Record classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys.</li> <li>Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> </ul> <p>Conclusions</p> <ul style="list-style-type: none"> <li>Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources.</li> </ul> <p>Enquiry</p> <ul style="list-style-type: none"> <li>Select from a range of practical resources to gather evidence to answer questions.</li> </ul>	<p>Value: Individuality, Share, Democracy, Entrust</p> <ul style="list-style-type: none"> <li>Emphasising the individual properties of materials promotes an appreciation for their unique qualities and can be linked to the individuality of people.</li> <li>Encouraging pupils to share their scientific knowledge and understanding, will help to enrich and develop quality hypothesis and predictions.</li> <li>Pupils should be encouraged to discuss and jointly develop a clear methodology for their experiment using democratic processes where necessary.</li> <li>Pupils should be reminded that their actions within a scientific environment are important in terms of keeping themselves and others safe.</li> </ul>

<p><b>Art:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Develop skills of overlapping and overlaying to place objects in front or behind in a collage.</li> <li>Experiment with techniques to make mosaics.</li> <li>Experiment with creating mood, feeling, movement and areas of interest using different media.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process.</li> <li>Start to develop own style based on learning around artists and techniques, including mixed media.</li> <li>Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in 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>Collage:</p> <ul style="list-style-type: none"> <li>Collages do not need to just use paper or fabric.</li> <li>We can stick different materials onto our collages for additional texture.</li> <li>This helps us to create a mixed-media piece.</li> <li>A stimulus can be an image, emotion or a piece of music.</li> <li>Artists decide on the layout, colours, shapes, and materials to use.</li> <li>Embellishment techniques include: adding drawn details, painted accents, or printed patterns.</li> <li>Overlapping and layering are essential to create depth in a collage.</li> <li>Using adhesives properly is crucial to assembling materials securely.</li> <li>Precision in cutting, tearing or crumpling materials is key to a successful collage.</li> </ul> <p><b>Significant People:</b> Elizabeth St Hilaire</p> <ul style="list-style-type: none"> <li>Renowned collage artist.</li> <li>Combines painted papers with torn shapes to create expressive, textured works.</li> <li>Her work earned her the nickname "The Paper Painter."</li> </ul> <p><i>Vocabulary:</i> <i>collage, overlap, layer, texture, adhesives, assemble, stimulus, material, media, mixed media</i></p>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process.</li> <li>Start to develop own style based on learning around artists and techniques, including mixed media.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <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>Collage:</p> <ul style="list-style-type: none"> <li>Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects.</li> <li>Embellish a surface using a variety of techniques, including drawing, painting, and printing.</li> <li>Select and use found materials with art media and adhesives to assemble and represent an image or stimulus.</li> </ul>	<p>Value: Reflect, Respect, Share, Value,</p> <ul style="list-style-type: none"> <li>Reflect on skills that have been learnt so far and how they can be used to create an individual art piece.</li> <li>Respect for artists such as Elizabeth St Hilaire and the influence her work had in the art world.</li> <li>Encourage students to respect the diverse ideas and designs presented by their peers during the planning phase.</li> <li>Discuss the importance of sharing ideas and resources.</li> <li>Value the skills learnt and how these can be developed through the planning and process of making my collage.</li> <li>Prompt pupils to reflect on the completed collages during the group sharing session.</li> <li>Encourage pupils to articulate what they learned, what challenges they overcame, and what they enjoyed most about the process.</li> </ul>
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<p><b>Computing:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Using decomposition to solve a problem by finding out what code was used.</li> <li>Using decomposition to understand the purpose of a script of code.</li> <li>Identifying patterns through unplugged activities.</li> <li>Using past experiences to help solve new problems.</li> <li>Using abstraction to identify the important parts when completing both plugged and unplugged activities.</li> <li>Creating algorithms for a specific purpose.</li> <li>Using abstraction and pattern recognition to modify code.</li> </ul>	<p>Kapow Computing Scheme</p> <p>Programming Music Lessons 1 – 3:</p> <ul style="list-style-type: none"> <li>Know that a soundtrack is music for a film/video.</li> <li>Explain that one way of composing these is on programming software.</li> </ul> <p><i>Vocabulary:</i>  <i>bug, code, debug, decompose, loop, music, output, pitch, program, repeat, rhythm, Scratch, soundtrack, tempo, timbre, tinker</i></p>	<ul style="list-style-type: none"> <li>Predicting how software will work based on previous experience.</li> <li>Writing more complex algorithms for a purpose.</li> <li>Writing code to create a desired effect.</li> <li>Using a range of programming commands.</li> <li>Using logical thinking to explore software more independently, making predictions based on their previous experience.</li> <li>Using a software programme (Scratch) to create music.</li> <li>Identify ways to improve and edit programs, videos, images etc.</li> </ul>	<p>Values: Aspire, Individuality, Share</p> <ul style="list-style-type: none"> <li>Highlight how aspiring to create high-quality work drives progress.</li> <li>Discuss examples of perseverance in programming, emphasising the importance of setting challenging goals and working toward them step by step.</li> <li>Celebrate how pupils can interpret the task differently and use programming commands in creative ways to plan a distinctive composition.</li> <li>Reinforce that individuality leads to innovative solutions and creativity.</li> <li>Create opportunities for group discussions or peer feedback.</li> <li>Emphasise how sharing plans can lead to new ideas, collaborative problem-solving, and mutual inspiration.</li> </ul>
<p><b>DT:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Understand the importance of seam allowance.</li> <li>Define the term pattern/template, including its use.</li> <li>Begin to use patterns to fabric to support with accurate cutting.</li> <li>Understand that joining fabric securely and neatly is important for the product to stay together.</li> <li>Apply a range of stitch methods, e.g. running stitch, backstitch, overstitch and/or blanket stitch.</li> <li>Sew on buttons and make loops.</li> <li>Apply appropriate decoration techniques based on prior/new learning.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Work confidently within a range of contexts, such as the home, school, leisure, local community, culture, enterprise, industry and the wider environment.</li> </ul>	<p>CONTEXT</p> <p><i>“Hi everyone, I’m Allison. I seriously LOVE to travel! I carry all sorts of keepsakes from my travels in my backpack. Lately, I’ve been finding it really uncomfortable to rest when I’m on the move. I wish I had something soft to sit on or lean against when I stop to rest. It should be strong enough to last through my travels and easy to carry. Can you design and make something for me?”</i></p> <p>Classy Cushions Lessons 1 – 3</p> <ul style="list-style-type: none"> <li>Examples of decorative stitches include satin stitches, and lazy daisy stitches.</li> <li>Functional stitches include running stitches and blanket stitches.</li> <li>Patterns/templates should be pinned onto fabric to ensure that they do not move during cutting.</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>Confidently use appropriate vocabulary for tools, materials and their properties.</li> <li>Recognise that stitches can be decorative as well as functional.</li> <li>Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).</li> <li>Confidently use appropriate vocabulary for tools, materials and their properties.</li> <li>Use a range of decorative features, e.g. eyelets, buttons, toggles, embroidery or applique.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>Discuss existing products: <ul style="list-style-type: none"> <li>how well products have been designed,</li> <li>how well products have been made,</li> <li>why materials have been chosen,</li> </ul> </li> </ul>	<p>Values: Respect, Individuality, Value, Empathy, Reflect, Share</p> <ul style="list-style-type: none"> <li>Respect the diversity of stitches by recognising that each stitch serves a unique purpose, whether functional or decorative.</li> <li>Express their individual creativity through their choice of stitches. They will understand that their unique selections contribute to the overall character and style of their projects.</li> <li>Exploring different embellishment techniques, support understanding the value the importance of attention to detail and craftsmanship.</li> <li>Develop empathy by considering how their choices impact the viewer's perception of the final product.</li> </ul>

	<ul style="list-style-type: none"> <li>Clearly describe the purpose of their products.</li> <li>Indicate the design features of their products that will appeal to intended users, with clear reasoning.</li> <li>Explain how particular parts of their products work.</li> <li>Carry out research, using surveys, interviews, questionnaires and web-based resources.</li> <li>Identify the needs, wants, preferences and values of particular individuals and groups.</li> <li>Develop a simple design specification to guide their thinking.</li> <li>Share and clarify ideas through discussion.</li> <li>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</li> <li>Make design decisions, taking account of constraints such as time, resources and cost.</li> <li>Evaluating existing products.</li> </ul>	<ul style="list-style-type: none"> <li>Seam allowances must be included to ensure the final product is the correct size.</li> <li>It is good practice to apply embellishments to each piece of fabric before final construction.</li> <li>Tacking hold pieces together before permanent stitching.</li> <li>Eyelets create small holes in fabric to thread through ribbon or lace.</li> <li>Toggles adds a playful element.</li> <li>Embroidery allows for intricate designs to be stitched onto fabric.</li> <li>Appliqué adds texture and dimension to the fabric surface.</li> <li>Buttons can be decorative and functional.</li> </ul> <p><i>Vocabulary:</i>  <i>decorative, functional, embellishment, eyelet, toggle, applique, embroidery, exploded diagram, template/pattern, tacking, seam allowance, prototype</i></p>	<ul style="list-style-type: none"> <li>what methods of construction have been used,</li> <li>how well products achieve their purposes,</li> <li>how well products meet user needs and wants.</li> </ul> <p>Designing</p> <ul style="list-style-type: none"> <li>Work confidently within a range of contexts, such as the home, school, leisure, local community, culture, enterprise, industry and the wider environment.</li> <li>Clearly describe the purpose of their products.</li> <li>Indicate the design features of their products that will appeal to intended users, with clear reasoning.</li> <li>Explain how particular parts of their products work.</li> <li>Carry out research, using surveys, interviews, questionnaires and web-based resources.</li> <li>Identify the needs, wants, preferences and values of particular individuals and groups.</li> <li>Develop a simple design specification to guide their thinking.</li> <li>Share and clarify ideas through discussion.</li> <li>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</li> <li>Make design decisions, taking account of constraints such as time, resources and cost.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their personal preferences, considering elements such as colour, texture, and shape.</li> <li>Share their design ideas with peers, discussing and exchanging feedback.</li> </ul>
<b>Geography:</b>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Compare physical and human features in the UK with an area of a European country (Rome, Italy).</li> <li>Explain that topography refers to the shape, height and depth of a place.</li> <li>Use aerial photographs and plan perspectives to recognise</li> </ul>	<p>Extreme Experiences Lessons 1 – 3:</p> <ul style="list-style-type: none"> <li>The Earth's interior is divided into four main layers.</li> <li>The Earth's crust is broken into tectonic plates that move very slowly.</li> <li>Divergent boundaries occur when plates move apart from each other.</li> </ul>	<p>Human &amp; Physical Geography</p> <ul style="list-style-type: none"> <li>Know that the earth is made up of a core, outer core, mantle, crust, tectonic plate, and fault lines.</li> <li>Identify physical features of a range of locations across the world.</li> <li>Apply learning of physical geography, including: volcanoes.</li> </ul>	<p>Values: Reflect, Respect, Aspire</p> <ul style="list-style-type: none"> <li>Pupils can reflect on the vastness and complexity of the Earth, appreciating how its layers work together to make life possible.</li> <li>Encourage pupils to think about how humans only live on the thin crust, yet our actions can affect</li> </ul>

	<p>landmarks and basic human and physical features.</p> <ul style="list-style-type: none"> <li>Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps.</li> </ul> <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> </ul>	<ul style="list-style-type: none"> <li>Convergent boundaries occur when plates move towards each other.</li> <li>Transform boundaries occur when plates slide past each other horizontally.</li> <li>A volcano consists of several parts.</li> <li>The magma chamber is a reservoir deep underground where magma accumulates.</li> <li>The vent is the opening through which volcanic materials are expelled.</li> <li>The crater is the bowl-shaped opening at the top of the volcano.</li> </ul> <p><i>Vocabulary:</i>  <i>crust, mantle, core, tectonic plates, plate boundaries, volcano, magma, lava</i></p>		<p>deeper parts of the Earth, e.g., through mining or drilling.</p> <ul style="list-style-type: none"> <li>Pupils develop respect for the power of nature, particularly how tectonic movements shape the Earth over millions of years.</li> <li>Discuss the importance of respecting natural forces and the environments around tectonic plate boundaries, such as mountains and volcanoes.</li> <li>Pupils can aspire to understand and explore the natural world, perhaps considering future roles as scientists, geographers, or volcanologists.</li> <li>Highlight the importance of curiosity and ambition in discovering how volcanoes work and how they benefit and challenge humanity.</li> </ul>
<p><b>History:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>A monarch is a king or queen who rules a country.</li> <li>Our current monarch is King Charles III.</li> <li>Some people and events are considered more 'special' or significant than others.</li> <li>'Historically significant' people or events changed many people's lives.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Form own opinions about historical events from a range of sources.</li> <li>Describe the most significant features of past societies and periods.</li> <li>Explain a range of similarities and differences between daily lives of people in the past and today.</li> <li>Describe the social and cultural significance of a past society, for</li> </ul>	<p>Workhouses &amp; Chimneys Lessons 1 – 3:</p> <ul style="list-style-type: none"> <li>Children, adults, and the elderly could end up in workhouses if they were too poor to support themselves.</li> <li>Workhouses were very strict and people had to work long hours in poor conditions.</li> <li>Children's work was often dangerous, such as working with heavy machines or as chimney sweeps.</li> <li>Children were separated from their families.</li> <li>The food was poor, and the accommodation was overcrowded and uncomfortable.</li> <li>Factory owners preferred to hire children because they could pay them less than adults.</li> </ul> <p><i>Vocabulary:</i>  <i>workhouse, labour, Industrial Revolution, exploitation</i></p>	<p>Using Sources for Enquiry</p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Form own opinions about historical events from a range of sources.</li> </ul> <p>Similarities &amp; Differences</p> <ul style="list-style-type: none"> <li>Describe the most significant features of past societies and periods.</li> <li>Explain a range of similarities and differences between daily lives of people in the past and today.</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> <li>Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> </ul> <p>Chronology</p>	<p>Values: Respect, Empathy, Aspire</p> <ul style="list-style-type: none"> <li>Highlight how respect for human dignity was lacking during this time, encouraging students to reflect on how respect for all people is essential, regardless of their status.</li> <li>Build empathy by helping children consider the hardships of the past and how important it is to understand and care for others in difficult situations.</li> <li>Encourage students to aspire to work towards a better future, where people—especially children—are treated fairly and have the chance to fulfil their potential.</li> </ul>

	<p>example their impact on Britain, using evidence to support reasoning.</p> <ul style="list-style-type: none"> <li>Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> <li>Establish clear narratives within and across the periods studied.</li> <li>Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.)</li> <li>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>		<ul style="list-style-type: none"> <li>Establish clear narratives within and across the periods studied.</li> <li>Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.)</li> </ul> <p>Cause &amp; 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><b>Music:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Represent the features of a piece of music using graphic notation, and colours, justifying choices with reference to musical vocabulary.</li> <li>Compare, discuss, and evaluate music using detailed musical vocabulary.</li> <li>Improvise coherently within a given style.</li> <li>Select, discuss, and refine musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Suggest and demonstrate improvements to own and others' work.</li> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> </ul>	<p>Kapow Music Scheme</p> <p>South &amp; West Africa:</p> <ul style="list-style-type: none"> <li>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>To understand that major chords create a bright, happy sound.</li> <li>To know that poly-rhythms means many rhythms played at once.</li> </ul> <p><i>Vocabulary:</i>  <i>a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals</i></p>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>Improvise coherently within a given style.</li> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Respect different musical traditions, genres, and cultures.</li> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> <li>Express individual creativity through music composition and performance.</li> <li>Explore different instruments and musical roles.</li> <li>Value the contributions of various musicians and composers to the world of music.</li> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>Lead, make decisions, and contribute to the musical process.</li> <li>Engage in reflective practices after performances, analysing what</li> </ul>

	<ul style="list-style-type: none"> <li>• Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>• Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Use staff notation to record rhythms and melodies.</li> </ul>		<ul style="list-style-type: none"> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>• Using staff notation to record rhythms and melodies.</li> </ul>	<p>went well and areas for improvement.</p> <ul style="list-style-type: none"> <li>• Reflect on the historical and cultural contexts of different musical pieces.</li> <li>• Share musical talents and skills through performances.</li> <li>• Share ideas, insights, and responsibilities.</li> <li>• Set musical goals, whether related to technique, theory, or performance.</li> <li>• Aim for higher levels of musical proficiency and expression.</li> <li>• Develop a love for music through exposure to various genres and styles.</li> <li>• Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>• Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>• Listen to and understand each other in teamwork.</li> </ul>
<p><b>PE:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Perform a variety of floor and vault movements, developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully.</li> <li>• Develop free movement while creating shapes with their body and expressing emotion to music.</li> <li>• Move between high and low shapes in singular and combination movements.</li> <li>• Use both slow and fast movements to the rhythm of the music.</li> <li>• Adapt sequences to suit different types of apparatus and group work.</li> <li>• Participate in peer and self-evaluation, giving positive feedback for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify themes and ideas for a wider range of stimuli.</li> <li>• Explain the meaning of sequences in regard to movements.</li> <li>• Define motif.</li> </ul>	<p>Consolidation of Year 4, plus:</p> <ul style="list-style-type: none"> <li>• Choose actions, shapes and balances from a wider range of themes and ideas.</li> <li>• Create, practice, perform and refine longer, more complex sequences.</li> <li>• Compose motifs and plan dances.</li> <li>• Use basic set criteria to make simple judgments about performances and suggest ways they could be improved.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Carry out activities to improve their work and understand why they are useful.</li> <li>• Come up with and share sensible solutions, given time to think about their actions.</li> <li>• Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>• Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>• Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>• Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop confidence and perform in front of their peers.</li> </ul>			
<b>RE:</b>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Describe some reasons for why people belong to religions.</li> <li>Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>Use a wider religious vocabulary.</li> <li>Begin to suggest reasons for similarities and differences in the answers given to moral questions.</li> <li>Begin to explain how religious sources are used to provide answers to moral questions.</li> <li>Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> <li>Give own views and describe the views of others on questions about identity and the meaning of life.</li> <li>Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul>	<p>What do Buddhists believe?</p> <ul style="list-style-type: none"> <li>Recall the life of Siddhartha Gautama.</li> <li>Identify that Siddhartha Gautama became known as Buddha.</li> <li>Recognise that Buddha means “awakened”, “enlightened” or other similar synonyms.</li> <li>Recall why Siddhartha was unhappy with his new life.</li> <li>Explain an opinion on his decision to leave the forest.</li> <li>Identify why Siddhartha was trying to find out.</li> <li>Describe the 4 Noble Truths?</li> <li>Explain how the Buddha suffered in his own life.</li> <li>Give examples of ‘craving’.</li> <li>Explain how the wheel symbolises the ‘middle way’.</li> <li>Identify each part of the 8-fold path.</li> <li>Recognise arguments for why at least 4 parts of the 8-fold path would be difficult to follow.</li> </ul> <p><b>Significant People:</b> Siddhartha Gautama</p> <ul style="list-style-type: none"> <li>Also known as the Buddha.</li> <li>Born around 2500 years ago into a rich Hindu family in Lumbini, modern-day Nepal.</li> </ul> <p><i>Vocabulary:</i> <i>Buddhism, Buddha, enlightenment, nibbana, ascetic, noble, truth, soul, reincarnation, dhamma</i></p>	<p>Learning About Religion &amp; Belief:</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> </ul> <p>Learning From Religion &amp; Belief:</p> <ul style="list-style-type: none"> <li>Give own views and describe the views of others on questions about identity and the meaning of life.</li> <li>Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect</p> <ul style="list-style-type: none"> <li>Respect the beliefs of others, including when they are different to our own.</li> <li>Understand the value in the “middle way” as supporting people to make the right choices.</li> <li>Reflect on how we can learn from Buddhism without being Buddhist, for example making the right choices.</li> <li>Recognise that the concept of “right” can be subjective and that we must carefully consider our words and actions in the context.</li> </ul>
<b>RSE:</b>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognise, predict, assess and manage risk in different situations.</li> <li>Identify how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun</li> </ul>	<ul style="list-style-type: none"> <li>Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</li> <li>Identify that if someone has experienced a head injury, they should not be moved.</li> </ul>	<p>Health &amp; Wellbeing:</p> <ul style="list-style-type: none"> <li>Basic First Aid.</li> <li>Accidents.</li> <li>Dealing with Emergencies.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Empathy.</p> <ul style="list-style-type: none"> <li>Respect the specific rules for treating different ailments.</li> <li>Value the importance of remaining calm in difficult situations.</li> </ul>

	<p>safety and the safe use of digital devices when out and about).</p> <ul style="list-style-type: none"> <li>• Explain how people can be influenced by their peers' behaviour and by a desire for peer approval.</li> <li>• Explain how to manage this influence.</li> <li>• Identify how people's online actions can impact on other people.</li> <li>• Know how to keep safe online, including managing requests for personal information Recognise what is appropriate to share or not share online.</li> <li>• Recognise how to report concerns, including about inappropriate online content and contact.</li> <li>• Know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain when it is appropriate to use first aid and the importance of seeking adult help.</li> <li>• Know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</li> </ul>		<ul style="list-style-type: none"> <li>• Know that in difficult situations where people are hurt, we are entrusted with their health.</li> <li>• Reflect on situations and know when adult support is needed.</li> <li>• Show empathy for those that may be hurt and require support.</li> </ul>
<p><b>Spanish:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Using a range of language detective strategies to decode new vocabulary, including context.</li> <li>• Identifying key information in simple writing.</li> <li>• Speaking in full sentences using known vocabulary.</li> <li>• Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.</li> <li>• Using adapted phrases to describe an object or person.</li> <li>• Speaking in full sentences using known vocabulary.</li> <li>• Forming a question in order to ask for information.</li> <li>• Using intonation and gesture to differentiate between statements and questions.</li> </ul>	<p>Kapow Spanish Scheme:</p> <p>Sports in Spanish: Grammar:</p> <ul style="list-style-type: none"> <li>• Know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports.</li> <li>• Recognise the first person, second person and third person of common verbs.</li> <li>• Explain the rules for forming the imperative form of some regular verbs.</li> <li>• Know that some American and English words are borrowed by the Spanish such as el tenis and el beisbol.</li> <li>• Recognise that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis.</li> </ul> <p>Cultural Awareness:</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>• Reading and responding to a range of authentic texts.</li> <li>• Identifying key information in simple writing.</li> <li>• Using a range of language detective strategies to decode new vocabulary including context and text type.</li> <li>• Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li> </ul> <p>Language Production</p> <ul style="list-style-type: none"> <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> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• To feel confident speaking Spanish and therefore other languages in the future.</li> <li>• Appreciate and respect the similarities and differences between languages and cultures.</li> <li>• Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>• Reflect on own progress and aspire for highest quality possible.</li> <li>• Acknowledge that we are individuals, with varying identities which can be expressed in a range of languages.</li> <li>• Develop a love and interest of languages.</li> </ul>

		<ul style="list-style-type: none"> <li>• To know about the Ancient Maya civilisation and its traditions.</li> <li>• To know some traditional sports that are played in the Spanish-speaking world.</li> </ul> <p><i>Vocabulary:</i>  <i>anotar, animar, atrapar, botar, cabecera, hacer, golpear, jugar a, lanzar, meter, patear, rodar, crea, forma, recorre</i></p>	<ul style="list-style-type: none"> <li>• Writing a short text using a model or scaffold.</li> </ul>	
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage