Brown Clee C.E. Primary School

Two Year Rolling Programme

(Y4&Y5)

Aspire

Believe

Persevere

Succeed

Updated: 15th November 2023

Brown Clee C.E. Primary School

AUTUMN TERM A:

MOUNTAINS

ENGLISH (Year 4/5)

A

AUTUMN: MOUNTAINS

Class Text: Running on the Roof of the World by Jess Butterworth

On-going objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literacy heritage, and retelling some of these orally.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative, poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning

Distinguish between statements of fact and opinion.
Retrieve and record information from non-fiction.
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Provide reasoned justifications for their views.

Writing Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- identifying the audience for and purpose of the writing,
- noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively.
- building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme to create cohesion.
- in narratives, creating settings, characters, plot and atmosphere.
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency and effect.
- ensuring correct subject and verb agreement when using singular and plural.

Proof-read for spelling and punctuation errors

Narrative Genres

2. Adventure Stories

Verbs inc manner adverbs.

- Develop their understanding of the concepts set out in English Appendix 2 by: "Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]"

Sentences: Recap very simple sentences (ENP + V)

- RECAP KS1 Objectives in context of new learning

Non-Fiction Genres

3. Non-Chronological Report

Paragraphs:

- Organise paragraphs around a theme.

4. Diary

Recap Apostrophes for contractions:

- RECAP KS1 Objectives

Pronouns inc possessive pronoun

- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Develop their understanding of the concepts set out in English appendix 2: "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", pronoun, possessive pronoun.

Main clauses: basics inc conjunctions

- Use conjunctions, adverbs and prepositions to express time and cause
- Develop their understanding of the concepts set out in English appendix 2: clause, conjunction, pronoun.

Sentences: Recap in context of clauses and pronouns.

Poetry

1. Shape Poems

Noun phrases: Simple ENPs

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Develop their understanding of the concepts set out in English appendix 2: "Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", determine
- Use expanded noun phrases to convey complicated information concisely

Handwriting (LKS2)

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Increase the legibility, consistency and quality of their handwriting

Spellings

Use further prefixes and suffixes and understand how to add them.
Spell some words with 'silent' letters.
Spell further homophones and distinguish between homophones and other words which are often confused.
Place the possessive apostrophe accurately in words with regular plurals.
Spell words that are often misspelt (English Appendix 1)
Use the first two or three letters of a word to check its spelling in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Maths – Autumn Term

Black: NC Y4 Objectives **Black Bold: NC Y5 Objectives** : WRM Y4 Objectives WRM Y5 objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Number- Place Value				Number – Addition and Subtraction			Number – Multiplication and Division			Length, Perimeter and Area	

Identify, represent and estimate numbers using different representations.
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
Read, write numbers to at least 1 000 000 and determine the value of each digit
Use concrete manipulatives to represent numbers up to 9999.
Understand that you can count forwards & backwards, in equal steps from both sides.
Use concrete manipulatives and pictorial representations to represent numbers up to 10,000.
Represent numbers on a place value grid to 100,000.
Read and write and place on a numberline, numbers to 100,000.
Read, write and represent numbers to 1,000,000.
Use a numberline to find numbers inbetween.

Estimate, label and draw numbers on a numberline up to 10,000.
Estimate where larger numbers will be on a numberline.
Read numbers to 10,000.
Read numbers to 100,000.
Read numbers to 1,000,000.
Represent numbers up 10, 000 in numbers and words.
Represent numbers up to 100,000 in numbers and words.
Represent numbers up to 1,000,000 in numbers and words.
Recognise large numbers in a part part whole model when they are partitioned in unfamiliar ways.

Recognise the place value of each digit in any number up to 10,000.
Understand that a 4 digit number is made up of 1000s, 100s, 10s and 1s.
Understand that numbers can be partitioned in more than one way.
Recognise that 1,000 is made up of 10 hundreds.

Count in multiples of 6,7,9 25 and 1000.
Count forwards or backwards in steps of 10 for any given number up to 1,000,000.
Count in multiples of 6.
Count in multiples of 7.
Count in multiples of 9.
Count in multiples of 1000.
Find 1000 more than a given number.
Find 1000 less than a given number.
Count in multiples of 25.
Recognise and explain that there are 2 25s in 50 and 4 25s in 100.
Complete number sequences and can describe the term-to-term rule.
Count forwards in powers of 10 to 1,000,000.
Count backwards in powers of 10s from 1,000,000.

Order and compare numbers to 1000.
Order and compare numbers up to at least 1,000,000.
Compare numbers up to 9,999 and use symbols to show which is greater and which is smaller.
Order a set of numbers up to 9,999 on a number line and explain reasoning about where they are positioned.
Find largest and smallest number from a set of numbers.
Compare numbers up to 100,000 in a variety of ways to show which is greater and which is smaller.
Order a set of numbers up to 100,000 in a variety of ways.
Compare numbers up to 1,000,000 using comparison vocabulary and symbols.
Order a set of numbers up to 1,000,000 using comparison vocabulary and symbols.

Round any number to the nearest 10, 100 or 1000.
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
Round numbers to the nearest 10.
Round numbers to the nearest 100.
Round numbers to the nearest 1000.
Round numbers to 10, 100 and 1000.
Round numbers within 100,000.
Round numbers within 1,000,000.

Count backwards through zero to include negative numbers
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Understand that there are numbers below zero.
Count backwards through zero using correct mathematical language.
Position negative numbers on a numberline.
See and use negative numbers in context eg temperature.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers
Solve number and practical problems that involve all of the above.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Read Roman numerals to 100.
Understand how the numeral system developed over time.
Use Roman numerals to 100 to begin to derive Roman numerals to 1,000
Recognise years written in Roman Numerals

Add numbers with up to 4 digits using the formal written methods of columnar addition
Add whole numbers with more than 4 digits, including using formal written methods (columnar addition).
Add numbers mentally with increasingly large numbers.
Add 1s, 10s, 100s and 100s.
Add two 4 digit numbers – no exchanging.
Add two 4 digit numbers – one exchange.
Add two 4 digit numbers - multiple exchanges.
Add more than 4 digit numbers.

Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction.
Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction).
Subtract numbers mentally with increasingly large numbers.
Subtract 1s, 10s, 100s and 1000s.
Subtract two 4 digit numbers – no exchanging.
Subtract two 4 digit numbers – one exchange.
Subtract two 4 digit numbers – multiple exchanges.
Find the most efficient means of subtraction eg partition, take-away or find the difference.
Subtract more than 4 digits.

Estimate and use inverse operations to check answers to a calculation.
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Use knowledge of rounding to estimate answers.
Check to see if answer is right using the inverse.
Use their understanding of estimating and rounding to estimate answers for calculations and problems.
Use their knowledge of addition and subtraction to check workings to ensure accuracy.
Use commutative law to see that addition can be done in any order by subtraction cannot.

Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Use knowledge of addition and subtraction to solve multistep problems.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
Understand the effect of multiplying by 1 and 0.
Understand the effect of dividing by 1.
Use the 'Associative Law' to multiply 3 numbers.

Recall multiplication and division facts for multiplication tables up to 12 × 12.
Use knowledge of timestable facts to multiply and divide by 6.
Use known timestable facts to be fluent in use of 6 times table.
Use knowledge of timestable facts to multiply and divide by 9.
Use known timestable facts to be fluent in use of 9 times table.
Use knowledge of timestable facts to multiply and divide by 7.
Use known timestable facts to be fluent in use of 7 times table.
Use knowledge of 1,2 and 10 timestables to explore 11 and 12 timestables through partitioning.

Recognise and use factor pairs and commutativity in mental calculations.
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
Find multiples of whole numbers.
Know that a factor is a whole number that multiplies by another number to make a product.
Understand the relationship between multiplication and division.
Use arrays to show the relationship between multiplication and division.
Understand that factors come in pairs.
Find common factors of two numbers.
Use arrays to compare factors of a number.
Use Venn diagrams to show factors of numbers.

Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
Establish whether a number up to 100 is prime and recall prime numbers up to 19.
Recognise and use square numbers and cube numbers, and the notation for squared(2) and cubed (3)
Use knowledge of factors to know that some numbers only have 2 factors (prime numbers).
Know that non-primes are known as composite numbers.
Recall primes up to 19.
Establish whether a number is a prime up to 100.
Using primes, break a number down into its prime factors.
Know that 1 is not a prime number as it only has 1 factor.
Find factors of numbers.
Know that squared numbers have an odd number of factors and are the result of multiplying a whole number by itself.
Know the notation for a squared number is $^{2.}$
Know that a cubed number is the result of multiplying a number by itself three times.
Know the notation for a cubed number is ^{3}.

Use place value, known and derived facts to multiply and divide mental.
Recognise and use factor pairs and commutativity in mental calculations.
Multiply and divide numbers mentally drawing upon known facts.
Multiply and divide whole numbers by 10, 100 and 1000
Know that ten times bigger is the same as multiply by 10.
Understand the link between multiplying by 10 and multiplying by 100.
Divide by 10 (whole number answers only).
Understand that the relationship between multiplying and dividing by 10 as the inverse of the other.
Divide by 100 (whole number answers only).
Multiply by 10.
Multiply by 100.
Multiply by 1000.
Divide by 10.
Divide by 100
Divide by 1000.
Use knowledge of multiples of 10, 100 and 1000 to answer related questions.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects.
Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes

Convert between different units of measure [for example, kilometre to metre;]
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre;]
Multiply and divide by 1000 to convert between m and km.
Apply understanding of adding and subtracting 4 digit numbers to find 2 lengths that add up to a whole number of km.
Find fractions of kms.

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
Calculate perimeter of a rectilinear shape using squares on a grid.
Calculate perimeter of rectangles that without using a squared grid.
Use understanding of perimeter to calculate missing lengths and investigate possible perimeters of squares and rectangles.
Begin to calculate the perimeter of rectilinear shapes without using square grids.
Use addition and subtraction to calculate missing sides.
Measure the perimeter of rectilinear shapes from diagrams without using grids.
Recognise that they need to use a ruler accurately.
Apply knowledge of measuring length and perimeter to find unknown side lengths.
Find perimeter of shapes with and without grids.

Find the area of rectilinear shapes by counting squares.
Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
Understand that area is the amount of space taken up by a 2D shape or surface.
Understand that area is measured in squares.
Measure and compare areas of rectilinear shapes.
Make rectilinear shapes using a given number of squares.
Compare the area of rectilinear shapes where the same size square has been used.
Use < and > with the value of the area to compare shapes.
Put shapes in order of size according to their area.
Use a formula to find the area of a rectangle.
Calculate the area of compound shapes.
Use knowledge of counting squares to estimate area of shapes that are not rectilinear.
Use knowledge of fractions to estimate how much of a square is covered.

A	Science		
AUTUMN: MOUNTAINS	**Animals including humans: Y3 Biology** *- What are some of the similarities between humans and some animals?* Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get it from what they eat. • Recognise that animals cannot make their own food and that they get nutrition from what they eat. • Understand that different types of food contain different nutritional values. • Understand that animals including humans need the right types and amounts of nutrition. • Discuss the implications of not having enough of the right type or amount of nutrition. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Recognise that humans and some animals have skeletons and muscles for support, protection and movement. • Explain how a skeleton helps support an animal. • Explain how muscles allow movement.	**Animals including humans: Y4 Biology** Describe the simple functions of the basic parts of the digestive system in humans. • Identify the basic parts of the human digestive system. • Understand that digestion occurs in a sequence. • Describe the function of the basic parts of the digestive system. • Begin to discuss the function of more complex parts of the digestive system. • Recognise the similarities and differences in digestive systems of different animals. Identify the different types of teeth in humans and their simple function. • Recognise that teeth are used to break up food. • Identify the different types of teeth in humans. • Recognise that the features of the different types of teeth in humans alters their function. • Begin to compare the teeth of different animals and associate these with their potential diets. Construct and interpret a variety of food chains, identifying produces, predators and prey. • Recognise that organisms are dependent on one another. • Give examples of food chains. • Identify producers, prey and predators within a food chain. • Begin to discuss how multiple food chains can be linked creating a food web.	**Animals including humans: Y6 Biology** Identify and name the parts of the circulatory system and describe the functions of the heart, blood vessels and blood • Identify and name the main parts of the circulatory system (i.e. heart, lungs, blood vessels) • Explain the function of the main parts of the circulatory system Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Recall the (positive/negative) impacts of diet, drugs and lifestyle on the body • Explain why balanced diet and exercise help support the body throughout life Describe the ways in which nutrients and water are transported within animals, including humans • Identify and name parts of the digestive system (e.g. mouth, oesophagus, stomach, intestines) • Describe the role of each part of the digestive system
	Key Vocab: skeleton, nutrition, nutritional value, muscles, support/protection/movement, digestion, digestive system, sequence, function, molars, pre-molars, incisors, canines, food chain, producers, predators, prey, organisms, dependent, food web		**Key Vocab:** Blood vessels, Vein, Artery, Capillary, Circulatory system, Function, Mouth, Oesophagus, Stomach, Intestines, Colon, Ileum, Rectum, Anus

Working Scientifically

Investigation:		**Plan** - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	**Do** - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	**Record** - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	**Review** - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
Teeth	**Changes over time**	**Investigation Type:** Plan an investigation involving changes over time with support.	**Observing:** Begin to make systematic and careful observations (changes over time).		**Concluding:** Using summary of data to draw conclusions about an investigation (What does this investigation show?). **Further Questioning:** Raise further questions based on conclusions. **Evidence** Justify conclusions by using scientific evidence/findings.
Heart rates	**Pattern seeking**	**Investigation Type:** Understand what is meant by a "noticing patterns" **Investigation Type:** Plan an investigation involving noticing patterns	**Observing:** Make and discuss systematic and careful observations (noticing patterns). **Using Equipment:** Take measurements precisely and accurately using a range of scientific equipment		**Patterns:** Understand some relationships are causal (and others are not) **Evaluating:** Discuss the reliability of an investigation

A	Geography: Mountains			
	Key Lines of Geographical Enquiry: What are the differences between the Rockies and the Alps?			
AUTUMN: MOUNTAINS	**Locational Knowledge:** • **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Physical Geography:** • **Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	**Human Geography:** • **Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**	**Geographical Skills:** • **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage** • **Use simple compass directions and locational and directional language.** • **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**
	• Name and locate North America, Europe, USA, Canada, France, Switzerland, Monaco, Italy, Lichtenstein, Austria, Germany, Slovenia, Colorado, Wyoming, New Mexico, Montana, Utah, British Columbia, Idaho. • Name and locate the Rockies, The Alps. • Identify the position and significance of the latitudes and longitudes relevant to North America and Europe. • Identify the position and significance of which time zone North America and Europe cover.	• Explain what is a mountain. • Locate mountain ranges and mountains around the world. • Label the features of a mountain. • Name the different types of mountains. • Identify features of different types of mountains. • Explain how different mountains form.	• Identify the key human geographical aspects of The Alps and Rockies: village, town, airport, tunnel, bridge, exploration, tourism, agriculture, forestry, mining, hunting, export, import. • Describe and understand the types of settlement and land use, economic activity and distribution of natural resources in the Alps. • Describe and understand the types of settlement and land use, economic activity and distribution of natural resources in the Rockies. • Identify and explain similarities and differences between land use in the Alps and Rockies. • Identify and explain similarities and differences between economic activity in the Alps and Rockies. • Identify and explain similarities and differences between natural resource distribution in the Alps and Rockies.	• Use maps, atlases, globes and digital/computer mapping to locate North America, Europe, USA, Canada, France, Switzerland, Monaco, Italy, Lichtenstein, Austria, Germany, Slovenia, Colorado, Wyoming, New Mexico, Montana, Utah, British Columbia, Idaho, Alps, Rockies, Pacific Ocean, Mediterranean Sea.

A	Art & Design	Design & Technology
AUTUMN: MOUNTAINS	**Mountain Landscapes:** • Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen. • Discuss artist's intention and reflect upon your response. • Mix shades of primary and secondary colours. • Explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes. • Draw a pencilled landscape of a mountain landscape from a photograph. • Paint a mountain landscape combining paint effectively to create detail and texture. • Incorporate a silhouette of a person in the style of The Wanderer above the Sea of Fog. • Explain the meaning of the following formal elements: line, shape, texture, perspective, shade, tone and colour. • Look at a variety of types of source material and • understand the differences. • Talk about the visual and tactile qualities of drawing and painting media. • Express and share opinions about the class' artwork. • Recall that Caspar David Friedrich was a famous German artist from the romanticism era. • Recall that the romanticism era art began in the 19th century and was a means for artists to express emotions, spirituality, mystery, imagination. • Recall that The Wanderer above the Sea Fog is a famous painting from the romanticism era.	**Mechanisms: How can we use pulleys and gears to make a model ski-lift?** • Research, investigate and identify different types of axles, pulleys and gears. • Disassemble pulleys and describe in detail their functions. • Generate a pulley and gear system design based on research and ideas that take account of the users' views and the intended purpose. • Select from and use a wide range of materials and components according to both functional and aesthetic qualities. • Construct a pulley using rope over a horizontal bar to raise an object off the ground. • Make increasingly complex paper models, mock-ups and templates. • Follow procedures for safety and hygiene. • Investigate and use analysis of existing products to inform own work. • Identify from a range the key features and functions needed to create an effective and efficient working product. • Give reasons, supported by factual evidence for the success of aspects of a product. • Describe in detail the way that gears work eg to increase speed, change direction, increase turning force. • Use a range of different types of pulleys eg fixed, movable, compound, complex. • Identify, describe and evaluate products that contain pulleys and drive belts. • Construct a pulley/gear system that allows a load to travel horizontally and vertically along a rope like a ski-lift.
	Modern Foreign Languages	**Computing**
	Phonetics / Salutations / Je Peux • Listen and identify the CH OU ON OI phonemes in French. • Listen and identify the IN IQUE ILLE in French. • Say "hello". • Say "My name is…". • Ask someone how they are feeling and give a reply. • Say "goodbye". • Say "see you soon". • Listen to ten popular verbs in French and know what they mean in English. • Read out loud, ten popular verbs with good pronunciation in French. • Say from memory a few/some/all ten popular verbs with good pronunciation in French. • Write a few/some/all ten popular verbs from memory with accurate spelling in French. • Use "je peux" followed by some/all of the 10 popular verbs in French in both spoken and written work.	***COMPUTER SYSTEMS & NETWORKS: The Internet:*** Digital Literacy: • Describe how networks physically connect to other networks. • Recognise how networked devices make up the internet. • Outline how websites can be shared via the WWW. • Describe how content can be added and accessed on the WWW. • Recognise how the content of the WWW is created by people. • Evaluate the consequences of unreliable content. ***COMPUTER SYSTEMS & NETWORKS: Sharing Information:*** Information Technology: • Recognise how information is transferred over the internet. • Contribute to a shared project online. • Evaluate different ways of working together online. Digital Literacy: • Explain that computers can be connected together to form systems. • Recognise the role of computer systems in our lives. • Explain how sharing information online lets people in different places work together.

A	Music	RHSE
AUTUMN: MOUNTAINS	**Feelings through Music: Classical / Beethoven** **Listening & Musical Appreciation:** • Listen to and copy back five-note melodic patterns from memory. • Identify major and minor totality. • Recall that Beethoven was a German composer and pianist from the 19th century who suffered total hearing loss before writing some of his greatest music. • Listen to different arrangements of the 4th movement of the 5th symphony and discuss which they prefer and why. • Recall that this piece is one of Beethoven's most famous and became known as the Fate Symphony. • Identify different instruments from their orchestral families. **Singing:** • Sing in different time signatures: 2/4, 3/4, 4/4, 6/8. • Sing expressively with attention to staccato and legato. • Sing expressively with attention to breathing and phrasing. **Performance:** • Rehearse and learn to play a simple melodic instrumental part by ear and/or notation (Glockenspiel). • Listen attentively to and follow musical instructions from a leader. • Perform a range of repertoire pieces and arrangements using acoustic instruments. **Improvisation and Composing:** • Explore improvisation within a major scale using notation. • Listen to and copy back five-note melodic patterns using notes from memory and with notation. • Improvise over a simple chord progression. • Compose music in response to music and video stimuli **Musicianship:** • Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. • Create, identify and copy rhythm patterns using simple combinations of minims, dotted crotchets, crotchets, quavers and semiquavers. • Explain how pulse, rhythm and pitch work together.	**Essential Skills: Listening** • Listen to others and can tell why they are communicating. • Listen to others and record important information as I do **Essential Skills: Problem Solving** • Explore problems by creating different possible solutions • Explore problems by thinking about the pros and cons of possible solutions. **Essential Skills: Speaking** • Speak effectively by thinking about what listeners already know. • Speak effectively by using appropriate language. **Essential Skills: Teamwork** • Work well with others by supporting them if possible • Work well with others by respecting diversity of others' cultures, beliefs and backgrounds. **Relationships: Families & People Who Care For Me** • Know the characteristics of healthy family life. • Know that others' families, sometimes look different from their family. • Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important. • Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Religious Education

God/Torah/People: *How do festivals and family life show what matters to Jewish people?*

Make sense of belief:

• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean

• Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people

• Offer informed suggestions about the meaning of the Exodus story for Jews today

Understand the impact:

• Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)

• Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections:

• Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future

• Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

A	Physical Education			
AUTUMN: MOUNTAINS	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Swimming: **Striking with a body part** • Learn to swim (1-2) • Learn to swim (3-5) • Learn to swim (6-7) **Cross Country: Running** • Develop pacing to allow running a wider range of distances. • Continue to develop running technique, including variation for short and long distances (e.g. stride length). • Improve speed, power and stamina to allow running at faster speeds and longer durations. • Run in combination with other skills and in a wider range of game-situations (e.g. throwing, kicking, catching, jumping). • Develop ability at changing direction and speed whilst running. **Netball and Basketball: Running / Catching / Throwing / Striking with a body part** • Recall the basic rules and aims (including dribbling and footwork) • Pass the ball accurately using different types of passes (e.g. chest, bounce and shoulder) with more accuracy • Catch the ball by adjusting body position where needed • Use an appropriate technique for shooting (e.g. long arm in netball) • Begin to develop sport-specific techniques such as dribbling the ball using both hands in basketball or landing and pivoting in netball • Intercept the ball, avoiding contact with opposition **Gymnastics: Jumping** • Perform increasingly complex balances – including those on balance beams and with partner. • Make different body shapes – including in air – and link these together. • Move in more complex ways (e.g. walking along beam, travelling steps). • Move using body revolutions (e.g. forward rolls and cartwheels). • Jump vertically, making simple shapes (e.g. straight, tuck and straddle) • Begin developing the use horizontal body rotations (e.g. ½ turn jumps and pivot steps). • Land carefully with knees bent and arms out in front to avoid movement on landing (including jumping from raised platforms). • Demonstrate flexibility by stretching joints in different ways (e.g. pike and straddle sits). • Vault onto platforms. • Link different jumps, movements, rotations and balances in more complex routines. • Design group and individual routines.	***In the context of all of the sport-specific activities above….*** • Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Begin to communicate tactics clearly with the rest of your team • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in tag rugby, making decision with the aim of either creating or preventing a try) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Begin to recognise that more complicated tactics are only more effective if implemented correctly • Adjust tactics for defending depending on opposition's tactics for attacking and vice versa • Work effectively as part of a team, recognising the importance of different roles/positions and begin to recognise the strengths required for these roles • Begin to take on leadership roles in some sporting situations	***In the context of all of the sport-specific activities above….*** • Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Begin to recall variation in techniques and begin to adopt a personal preference when executing a skill • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) ○ demonstrate **self-belief** (and team), particularly when things are going wrong.

Brown Clee C.E. Primary School

SPRING TERM A:

ANCIENT GREECE

A

ENGLISH (Year 4/5)

SPRING: ANCIENT GREECE

Class Text: Homers Illiad and Odyssey by Gillian Cross

On-going objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literacy heritage, and retelling some of these orally.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative, poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning

Distinguish between statements of fact and opinion.
Retrieve and record information from non-fiction.
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Provide reasoned justifications for their views.

Writing Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- identifying the audience for and purpose of the writing,
- noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively.
- building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme to create cohesion.
- in narratives, creating settings, characters, plot and atmosphere.
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency and effect.
- ensuring correct subject and verb agreement when using singular and plural.

Proof-read for spelling and punctuation errors

Narrative Genres

1. Narrative: Character Description Focus

Noun phrases
- inc prepositional phrases and adverbs to describe adjectives

Verbs
- inc time, place, frequency and degree adverbials

3. Narrative: Suspense Stories

Sentences (3) – wider range of conjunctions and subordinate clauses

Speech using inverted commas

Non-Fiction Genres

2. Non-Fiction: Informal Letter

Recap Commas for lists

Recap apostrophes for possession

Poetry

4. Performance Poetry

Handwriting (LKS2)

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Increase the legibility, consistency and quality of their handwriting

Spellings

Use further prefixes and suffixes and understand how to add them.
Spell some words with 'silent' letters.
Spell further homophones and distinguish between homophones and other words which are often confused.
Place the possessive apostrophe accurately in words with regular plurals.
Spell words that are often misspelt (English Appendix 1)
Use the first two or three letters of a word to check its spelling in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Maths – Spring Term NC Y4 Objectives **NC Y5 Objectives** WRM Y4 Objectives WRM Y5 Objectives

Wk 1	Wk 2	Wk3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Number- Multiplication & Division			Number - Fractions					Number – Decimals incl Y5 percentages			

Recognise and use factor pairs and commutativity in mental calculations.
Multiply and divide numbers mentally drawing upon known facts.
Partition two-digit numbers into tens and ones or into factor pairs in order to multiply one and two-digit numbers.

Multiply two digit and three digit numbers by a one digit number using formal written layout.
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.
Use a variety of informal written methods to multiply a two-digit and a one-digit number.
Use their knowledge of exchanging ten ones for one ten in addition and apply this to multiplication, including exchanging multiple groups of tens.
Use a variety of informal written methods to multiply a three-digit and a one-digit number
Use a variety of informal written methods to multiply a four-digit and a one-digit number.
Use Base 10 to represent the area model of multiplication.
Understand the role and importance of the zero in the column method.
Use formal methods to multiply a two digit number by a two digit number.
Use formal methods to multiply a three digit number by a two digit number.
Use formal methods to multiply a four digit number by a two digit number.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects.
Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
Use multiplication to find area and solve multi-step problems.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
Divide a 2-digit number by a 1-digit number by sharing into equal groups wholly.
Divide 2-digit numbers by 1-digit numbers involving remainders.
Divide a 3-digit number by a 1-digit number.
Divide up to 4-digit numbers by a 1-digit number wholly.
Divide up to 4-digit numbers by a 1-digit number with remainders.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Solve more complex problems building on their understanding of when n objects relate to m objects.

Recognise and show fractions, using diagrams, families of common equivalent fractions.
Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
Show fractions in different representations, for example, fractions of shapes, quantities and fractions on a number line.
Understand the meaning of numerator and denominator, non-unit and unit fractions.
Use strip diagrams to investigate and record equivalent fractions.
Compare two fractions.
Find more than one equivalent fraction on a fraction wall.
Understand equivalence through diagrams.
Use proportional reasoning to find equivalent fractions.
Explore equivalent fractions using models and concrete representations.
Use models to make the link to multiplication and division.
Apply the abstract method to find equivalent fractions.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
Use manipulatives and diagrams to show that a fraction can be split into wholes and parts.
Find fractions greater than one on a number line.
Make connections between improper and mixed numbers.
Convert improper fractions to mixed numbers.
Convert from mixed numbers to improper fractions using concrete and pictorial methods to understand the abstract method.
Count up and down in a given fraction.
Use visual representations to explore number sequences.
Find missing fractions in a sequence and determine whether the sequence is increasing or decreasing and by how much.

Compare and order fractions whose denominators are all multiples of the same number.
Compare and order fractions less than 1 where the denominators are multiples of the same number.
Compare the fractions by finding a common denominator or a common numerator.
Compare and order fractions greater than 1.
Compare both improper fractions and mixed numbers.

Add and subtract fractions with the same denominator.
Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
Use practical equipment and pictorial representations to add two or more fractions.
Record their answers as an improper fraction when the total is more than 1.
Add fractions more efficiently by using known facts or number bonds to help them.
Add and subtract fractions with the same denominator.
Use bar models to support understanding of adding and subtracting fractions.
Add fractions with different denominators where one denominator is a multiple of the other.
Use pictorial representations to convert the fractions so they have the same denominator.
Add more than 2 fractions where two denominators are a multiple of the other.
Use a bar model to add more than 2 fractions where two denominators are a multiple of the other.
Represent adding fractions using pictorial methods to explore adding two or more proper fractions where the total is greater than 1.
Record their totals as an improper fraction and then convert this to a mixed number.
Add two fractions where one or both are mixed numbers or improper fractions.
Use practical equipment and pictorial representations to subtract fractions with the same denominator.
Subtract fractions from a whole amount.
Understand how many equal parts are equivalent to a whole.
Subtract fractions with different denominators for the first time, where one denominator is a multiple of the other.
Subtract fractions where one denominator is a multiple of the other to subtract proper fractions from mixed numbers.
Subtract two fractions where one is a mixed number and you need to break one of the wholes up.
Use the method of flexible partitioning to create a new mixed number.
Use different strategies to subtract two mixed numbers.
Partition mixed numbers into wholes and parts.
Convert to improper fractions when an exchange is involved.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
Link multiplying fractions to repeated addition.
Understand that the denominator remains the same, whilst the numerator is multiplied by the integer.
Multiply a non-unit fraction by a whole number.
Discuss which method will be the most efficient depending on the questions asked.
Review the concept of commutativity by showing examples of the fraction first and the integer first in the multiplication.
Multiply a mixed number by a whole number.
Use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying.

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.
Solve problems involving number up to 3 decimal places
Find non-unit fractions of a quantity.
Link bar modelling to the abstract method.
Solve more complex problems for fractions of a quantity.
Use practical equipment and pictorial representations to help them see the relationships between the fraction and the whole.
Find unit and non-unit fractions of amounts, quantities and measures.
Link their understanding of fractions of amounts and multiplying fractions to use fractions as operators.
Use their knowledge of commutativity to help them understand that you can change the order of multiplication without changing the product.

Recognise and write decimal equivalents of any number of tenths or hundredths.
Recognise tenths and hundredths using a hundred square.
Understand that ten hundredths are equivalent to one tenth.
Use a part-whole model to partition a fraction into tenths and hundredths.
Use the hundred square and Base 10, children can recognise the relationship between 1/10 and 0.1
Write tenths as decimals and as fractions.
Write any number of tenths as a decimal and represent them using concrete and pictorial representations.
Understand that a tenth is a part of a whole split into 10 equal parts.
Read and represent tenths on a place value grid. (staying within one whole).
Use concrete representations to make tenths on a place value grid and write the number they have made as a decimal. (incl decimals >1)
Read and represent tenths on a number line.
Link the number line to measurement, looking at measuring in centimetres and millimetres.
Use number lines to explore relative scale.
Recognise that hundredths arise from dividing one whole into one hundred equal parts.
Understand that one tenth is ten hundredths.
Count in hundredths and represent tenths and hundredths on a place value grid and a number line.
Recognise the relationship between 1/100 and 0.01.
Write hundredths as decimals and as fractions.
Write any number of hundredths as a decimal and represent the decimals using concrete and pictorial representations.
Understand that a hundredth is a part of a whole split into 100 equal parts.
Read and represent hundredths on a place value grid.
Use concrete representations to make numbers with tenths and hundredths on a place value grid and write the number they have made as a decimal.
Use place value counters and a place value grid to make numbers with up to two decimal places.
Read and write numbers with decimals and understand the value of each digit.
Show their understanding of place value by partitioning numbers with decimals in different ways.

Recognise and write decimal equivalents to 1/4 , 1/2 , ¾
Read and write decimal numbers as fractions
Write 1/2, 1/4 and 3/4 as decimals.
Use concrete and pictorial representations to support the conversion.
Write fractions as hundredths and then write the fractions as halves or quarters.
Use place value counters and a place value grid to make numbers with up to two decimal places.
Read and write decimal numbers and understand the value of each digit.
Show their understanding of place value by partitioning decimal numbers in different ways.
Convert a fraction into a decimal.
Convert more complex decimals numbers (e.g. 0.96, 0.03, 0.27) and numbers greater than 1 (e.g. 1.2, 2.7, 4.01).
Represent numbers as fractions and as decimals.
Record the number in multiple representations, including expanded form and in words.

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
Understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller.
Use counters on a place value chart to see how the digits move when dividing by 10.
Make links between the understanding of dividing by 10 and this more efficient method.
Use a place value chart to see how 2 digit-numbers move when dividing by 10.
Use counters to represent the digits before using actual digits within the place value chart.
Understand when dividing by 100 the number is being split into 100 equal parts and is 100 times smaller.
Use counters on a place value chart to see how the digits move when dividing by 100.
Make links between the understanding of dividing by 100 and this more efficient method.
Make a whole from any number of tenths and hundredths.

Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
Understand that 'per cent' relates to 'number of parts per hundred'.
Use different representations which show different parts of a hundred.
Use 'number of parts per hundred' alongside the % symbol.
Represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths.
Recognise percentages, decimals and fractions are different ways of expressing proportions.
Recognise simple equivalent fractions and represent them as decimals and percentages.
Recognise equivalent fractions of consider denominators of a multiple of 10 or 25 and represent them as decimals and percentages.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
Recognise that thousandths arise from dividing one whole into one thousand equal parts.
Understand that one hundredth is ten thousandths.
Count in thousandths and represent tenths, hundredths and thousandths on a place value grid and a number line.
Recognise the relationship between 1/1000 and 0.001.
Understand the relationships between tenths, hundredths and thousandths, using decimal and mixed number equivalences.
Represent decimals in different ways and also explore deeper connections such as 100/1000 is the same as 1/10.
Multiply numbers with decimals by 10, 100 and 1,000.
Divide numbers with decimals by 10, 100 and 1,000.
Add decimals within one whole.
Subtract decimals using a variety of different methods.
Find the complements which sum to make 1.
Understand the links with number bonds to 10, 100 and 1000.

Solve simple measure and money problems involving fractions and decimals to two decimal places.
Solve problems involving number up to three decimal places

A	Science				
SPRING: ANCIENT GREECE	**Programme of Study**				
	Earth and Space: Y5 Physics Describe the movement of the Earth, Moon and other planets, relative to the sun and solar system. • Describe how the planets within our solar system orbit the Sun • Recall that large objects (such as planets and stars) exert a gravitational force generally relative to their size • Begin to explain how the orbiting of the celestial bodies in our solar system is related to the gravitational force exerted by the sun • Explain how the Earth's orbit (and axial tilt) cause seasonal changes Describe the movement of the Moon relative to the Earth. • Describe how the moon orbits the Earth • Recall that large objects (such as planets and stars) exert a gravitational force generally relative to their size • Explain how the moon is illuminated by the sun • Explain how the relationship between the Sun, Earth and Moon cause lunar phases Describe the Sun, Earth and Moon as approximately spherical bodies. • Recall that all large celestial bodies are approximately spherical • Recall that small celestial bodies are sometimes not spherical • Recall that large objects (such as planets and stars) exert a gravitational force generally relative to their size • Explain how the equal gravitational force exerted from the centre of a celestial body cause this Use the idea of Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Explain how the Sun causes day and how night is the absence of the Sun's illumination • Recall that night and day occur simultaneously (i.e. 50% of a planet in our solar system will be illuminated by the Sun) • Recall that planets spin on axes (and that it takes 24 hours for the Earth to complete a full spin) • Explain how the axial spinning causes day/night • Explain how the axial tilt of Earth causes different length days during the different seasons (including the impact of distance from the equator)		**Light**: **Y3 Physics** *Why do we see shadows only when there is light?* Recognise that they need light in order to see things and that dark is the absence of light. • Can describe an environment as dark or light. • Recognise that things are generally harder to see in darker environments. • Associate the darkness of an environment with the absence of light. • Discuss how light travels from a source. Notice that light is reflected from surfaces. • Recognise that light from a source can be reflected from an object. • Can identify objects which are particularly reflective. • Can associate the reflectiveness of an object to the material it is made from. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that the sun is a particularly powerful light source. • Understand that the sun can damage our eyes. • Recognise that we can protect our eyes by partially blocking the light. • Identify other potentially dangerous light sources. Recognise that shadows are formed when the light from a source is blocked by a solid object • Recognise that dark is the absence of light. • Recognise that some objects prevent light from travelling through them and that this will cause a shadow. • Discuss how translucent objects allow some light to pass. Find patterns in the way that the size of shadows change. • Recognise that shadows are formed when the light from a light source is blocked by an object. • Recognise that the size of a shadow can change relative to the shadow-causing object's position to the light source. • Begin to discuss why shadows are a similar shape to the object that cast them.	**Light: Y6 - Physics** Recognise that light appears to travel in straight lines. • Recall that light usually travels in a straight trajectory • Recall that light is actually a wave • Use this to draw diagrams explaining phenomena (such as reflection and refraction of light) Explain that we see things because light travels from light sources to our eyes or from a light source to objects and then our eyes reflect light into the eye. • Recall that a light source produces light (including giving examples) • Draw a diagram to show light travelling from a light source to an object and to our eye • Discuss what happens to light when it enters the eye • Discuss how objects appear different colours Explain why shadows have the shape as the objects that cast them. • Describe objects based on their transparency • Recall that a shadow is the partial absence of light • Describe how light is unable to pass through opaque objects and that this is what causes a shadow. • Explain how light's straight trajectory causes a shadow to take the approximate shape of the shape that cast them. • Investigate angles involved in shadow casting (e.g. sun dials)
	Key Vocabulary : Orbit, spherical, Equator, Rotation, Axis / Axes, Gravity, Celestial, Lunar		**Key Vocabulary:** absence, environment, source, reflect, partially, shadow, translucent, relative		**Key Vocabulary** : Reflection, Refraction, Light, spectrum, Absorption, Light source, Transparent Opaque, Translucent, Cornea, Iris, Retina, Pupil, Optic nerve, Ciliary muscles
	Working Scientifically				
	Investig'n:	**Plan** **- Ask relevant questions and use different types of scientific enquiries to answer them.** **- Set up simple practical enquiries, comparative and fair tests.**	**Do** **- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.**	**Record** **- Gather, record, classify and present data in a variety of ways to help in answering questions.** **- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.**	**Review** **- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.** **- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.** **- Identify differences, similarities or changes related to simple scientific ideas and processes.** **- Use straightforward scientific evidence to answer questions or to support their findings.**
	Celestial Objects / **Secondary Sources**	**Questioning:** Use a range of scientific knowledge to ask purposeful questions. **Predicting:** Use a range of scientific knowledge to predict the outcome of an investigation. **Investigation Type:** Understand what is meant by a "using secondary sources of information"	**Using Equipment:** Use a range of secondary sources efficiently to find information.	**Presenting:** Record and present data using drawings and labelled diagrams.	
	Reflections / **Grouping & classifying**	**Investigation Type:** Plan an investigation involving grouping and classifying with support.	**Observing:** Begin to make systematic and careful observations (grouping and classifying).	**Presenting:** Record findings, drawings and labelled diagrams.	**Reporting:** Report and discuss findings orally.

A

SPRING – ANCIENT GREECE

History: ANCIENT GREECE: DEMOCRACY AND GOVERNMENT

Key Lines of Historical Enquiry: Why was Greek democracy so important?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry and Skills:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** • **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions.** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**
• Place the start (2000BC) and end (146BC). • Recall that Ancient Greek era ended when it became part of the Roman Empire. • Place Ancient Greece on a wider timeline (including Ancient Egypt, Roman Empire/Republic, Maya and early Britain). • Recognise the scale of time in ancient and modern history. • Order the main periods of Ancient Greek history (Bronze, Archaic, Classical, Hellenistic). • Recall that the Classical period was known as the Golden Age.	• Recall that Ancient Greece was called Hellas and was split into city states, each ruled in its own way. • Explain the significance of the geography of Greece and its position in Europe. • Recall that Athens, Sparta, Corinth and Olympia were the most significant states. • Explain what is meant by democracy. • Recall that the world's first democracy was created in Athens. • Identify the differences between how Athens and Sparta were ruled. • Describe the benefits for Athens of being run as a democracy – what flourished? • Explain the friction between Sparta and Athens that resulted in the Pelopennesian War. • Describe what happened after the end of the Pelopennesian war.	**Similarities and difference:** • Compare and contrast how the states of Athens and Sparta were ruled. • Draw contrasts between kingdoms, states, empires, countries using contextual knowledge of Anglo-Saxons, Egyptians, Romans. **Continuity and Change:** • Make connections and recognise trends on how early developments (eg democracy, trade, currency, sciences and philosophy) have influenced the modern world. Frame historically-valid questions linked to historical significance. Create written analysis around Key Enquiry	• Appreciate why there is wide range of historical evidence for the ancient Greek period • Explain the impact of time on the reliability of historical evidence • Recognise that Homer's Illiad and Odyssey were vital pieces of written evidence from this time • Recognise that historical artefacts (particularly vases) were vital pieces of evidence from this time • Explain how archaeological evidence is significant for our understanding of this period of time • Recognise that large numbers of ancient Greek buildings and statues still remain due to the materials they were originally made from

Geography: GREECE: HUMAN GEOGRAPHY - TRADE

Key Lines of Geographical Enquiry: How and why have trade routes changed from ancient to modern Greece?

Locational Knowledge:	Place Knowledge:	Human Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.**	• **Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	• **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage** • **Use simple compass directions and locational and directional language.** • **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**
• Name and locate Europe, Greece, Athens, Sparta. • Name and locate the Ionian Sea, the Aegean Sea, • Mediterranean Sea, Peloponnese, Pindus Mountain range, Mount Olympus, Crete, Greek Islands, Corinth. • Identify the position and significance of the latitudes and longitudes relevant to Greece. • Identify the position and significance of which time zone Greece is in.	• Describe and understand key aspects of the physical geography of Greece: coast, islands, sea, mountains.	• Understand the difference between export and import. • Explain why trade is important. • Recall what a trade route is. • Identify the main trade routes in Ancient and Modern Greece: land/sea routes, Athens, Corinth, Lapis Lazuli Route, Spice Route, • Know what goods were traded in Ancient and Modern Greece: beef, corn, glassware, iron, lead, leather, marble, olive oil, perfumes, purple dye, silk, silver, spices, timber, tin and wine. • Know who the main trade partners were and what was traded. • Understand the importance of the trade links to the Roman Empire and the countries in the Empire.	• Use maps, atlases, globes and digital/computer mapping to locate Europe, Greece, Athens, the Ionian Sea, the Aegean Sea, Mediterranean Sea, Peloponnese, Pindus Mountain range, Mount Olympus, Crete, Corinth, Greek Islands.

A	Art & Design	Design & Technology
SPRING: ANCIENT GREECE	**Greek Pots: Textile Storytelling** • Make drawings in a sketchbook and record observations of ancient Greek artefacts and images adding notes for planning. • Experiment drawing continuous line drawing of Greek characters/scenes from the Illiad/Odyssey. • Draw a simple picture to • represent a plan. • Experiment with different types of stitches. • Recall that embroidery is an art form that uses a needle, a thread and other items. • Create a simple design and transfer the main shapes to a paper pattern. • Use a range of different stitches and threads to 'draw' the picture. • Use an increasing range of • decorative techniques, e.g.fabric paints, beads, buttons, sequins etc. • Explain the meaning of the following formal elements: line, pattern, texture, shade and colour. • Express and share an opinion about the artwork. • Share work to others in small groups, and listen to what they think about what you have made. • Explain what they would change and why. • Recall what is meant by contemporary. • Recall the names of a range of contemporary embroidery artists eg Paula MacGregor, Cas Holmes, Rosie James. • Explain that embroidery has been used to create art for hundreds of years. • Recall that the Bayeux Tapestry was a piece of art created to tell the story of the Norman Invasion, and used needlework skills.	**Textiles / Sewing: Which is the most effective fastening for a cushion cover?** • Investigate and analyse different types of cushion covers. • Investigate and research different fastenings for cushion covers. • Use annotated sketches, cross-sectional, exploded diagrams and increasingly complex prototype cushions. • Select and use tools and equipment to measure, mark out and shape materials and components accurately. • Use a range of different sewing stitches. • Produce a well-finished cushion cover that fulfils the functional and aesthetic design criteria. • Follow procedures for safety and hygiene. • Investigate and begin to analyse a range of existing cushion covers. • Identify from a range the key features and functions needed to create an effective and efficient cushion cover. • Evaluate their cushion cover and fastening against design criteria, taking into account the views of others. • Make and use a paper pattern for a cushion that includes a seam allowance. • Sew using a range of stitches including, backward running stitch and over sewing. • Explore different ways to create fastenings. • Use a wide range of techniques to add colour, texture and pattern to fabric.
	Modern Foreign Languages	**Computing**
	Couleurs et Nombres / Transporte • Name ten colours with good accuracy. • Recognise all ten colours with good accuracy. • Name the numbers 1-10. • Recognise the numbers 1-10. • Spell ten colours. • Spell numbers from 1-10. • Recognise and recall 7 modes of transport in French. • Recall that there are more than one options for single words like determiners.	***CREATING MEDIA: Audio Editing:*** INFORMATION TECHNOLOGY: • Identify that sound can be digitally recorded. • Use a digital device to record sound. • Explain that a digital recording is stored as a file. • Explain that audio can be changed through editing. • Show that different types of audio can be combined and played together. • Evaluate editing choices made. ***CREATING MEDIA: Video Editing:*** INFORMATION TECHNOLOGY • Recognise video as moving pictures, which can include audio. • Identify digital devices that can record video. • Capture video using a digital device. • Recognise the features of an effective video. • Identify that video can be improved through reshooting and editing. DIGITAL LITERACY Consider the impact of the choices made when making and sharing a video.

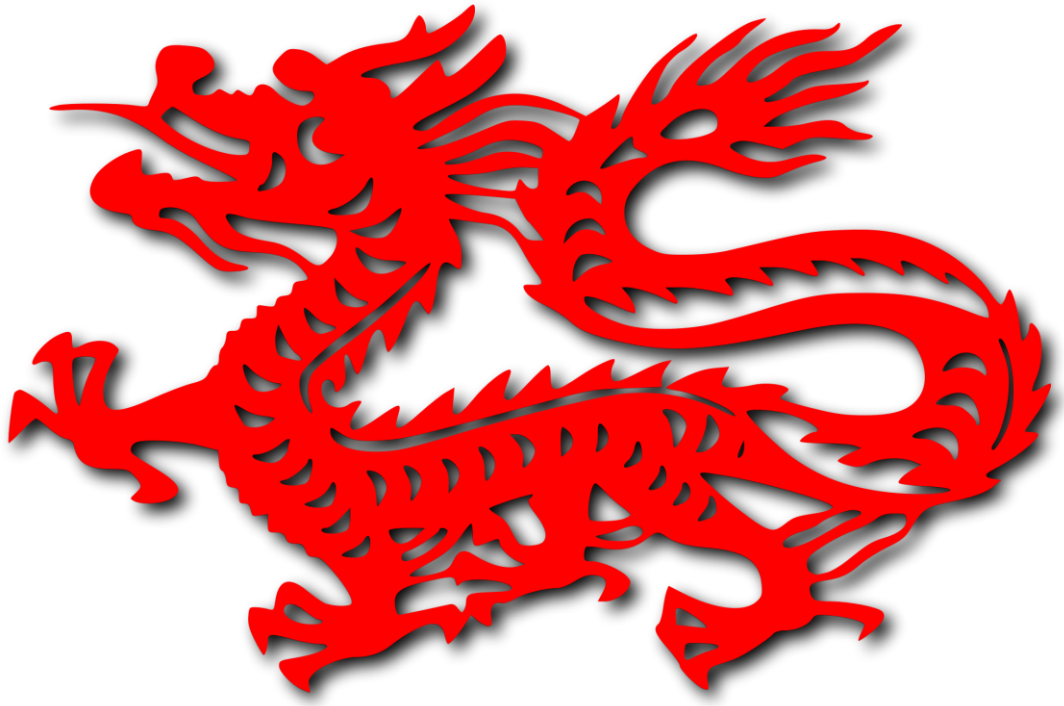
A	Music	RHSE
SPRING: ANCIENT GREECE	**Melody & Harmony in Music : Rap (Hip Hop) / Jack Johnson** **Listening & Musical Appreciation:** • Justify a personal opinion with reference to musical elements. • Identify 2/4, 3/4, 6/8 and 5/4 metre. • Discuss the structure of music with reference to verse, chorus, bridge, repeat signs, improvisation, call and response and AB form. • Recall that Rap Music is a form of popular music that originated in the Bronx area of New York in the 1970s. • Identify and explain the features of rap music. • Recall by ear memorable phrases heard in the music. **Singing:** • Sing a second part in a song. • Self-correct if lost or out of time. • Talk about different styles of singings used for different styles of song. **Performance:** • Play melodies on tuned percussion, melodic instruments or keyboards following staff notation on one stave using notes in the middle C-C' range. • Play their instruments with good posture. • Perform in smaller groups as well as the whole class. • Record their performances and compare it to each others. **Improvisation and Composing:** • Explore improvisation within a major and minor scale. • Experiment with a wider range of dynamics: forte/piano, pianissimo/fortissimo, mezzo forte/mezzo piano. • Use simple dynamics. • Compose their own rap with musical accompaniment. **Musicianship:** • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triple quavers, quavers, semiquaver and their rests. • Find and keep a steady beat. • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Identify middle C.	**Essential Skills: Aiming High** • Work with a positive approach to new challenges. • Set goals for myself. **Essential Skills: Staying Positive** • Keep trying when something goes wrong and think about what happened. • Keep trying when something goes wrong and help cheer others up. **Health: Healthy Eating** • Know what constitutes a healthy diet (including understanding calories and other nutritional content). • Know the principles of planning and preparing a range of healthy meals. • Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
	Religious Education	
	Salvation *Why do Christians call the day Jesus died 'Good Friday'?* **Make sense of belief:** • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week **Understand the impact:** • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways **Make connections:** • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	

A	Physical Education			
SPRING: ANCIENT GREECE	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Football: Running / Striking with a body part • Recall the basic rules and aims (inc corners, goal kicks, throw ins and fouls) • Dribbling with close control using both feet and begin to better change direction whilst dribbling • Pass the ball with more accuracy by judging distance and angle • Receive a ball with control and begin thinking about potential next actions • Strike the ball with more accuracy and power (where necessary) • Tackle opposition by timing kicking ball away • Use the above in combination (e.g. dribble and pass) • Find spaces when playing as part of a team (including losing or keeping a marker) • Intercept balls travelling between opposition **Tag Rugby: Running / Catching / Throwing** • Recall the basic rules and aims (inc. touch, try lines, passing backwards, knock-ons) • Begin to recall more complex rules (e.g. offside, dead ball) • Run with the ball in two hands • Pass the ball with more pace and accuracy (inc longer distance) • Catch a ball whilst running • Run with more pace • Change direction with more ease – including feints and dummies to get around defenders • Find spaces whilst running with the ball • Tag players running at speed • Spread out as part of a team when defending **Dance:** • Improvise to create dance individually or with a partner • Copy more complex body movements • Copy increasingly complex dance sequences with changes in speed direction • Memorise basic dance sequences • Choreograph group and singular routines • Improvise to create dance individually or with a partner • Develop rhythm and spatial awareness • Compare and evaluate routines using appropriate vocabulary • Memorise basic dance sequences • Begin to choreograph group and singular routines	***In the context of all of the sport-specific activities above….*** • Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Begin to communicate tactics clearly with the rest of your team • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in tag rugby, making decision with the aim of either creating or preventing a try) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Begin to recognise that more complicated tactics are only more	***In the context of all of the sport-specific activities above….*** • Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Begin to recall variation in techniques and begin to adopt a personal preference when executing a skill • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**

Brown Clee C.E. Primary School

SUMMER TERM A:

CHINA



A

ENGLISH (Year 4/5)

SUMMER: CHINA

Class Text: The Kite Rider by Geraldine McCaughrean

On-going objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literacy heritage, and retelling some of these orally.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative, poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning

Distinguish between statements of fact and opinion.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Provide reasoned justifications for their views.

Writing Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- identifying the audience for and purpose of the writing,
- noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively.
- building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme to create cohesion.
- in narratives, creating settings, characters, plot and atmosphere.
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency and effect.
- ensuring correct subject and verb agreement when using singular and plural.

Proof-read for spelling and punctuation errors

Narrative Genres

1. Narrative: Story Setting Focus

Wider range of Expanded Noun Phrases:

- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- using expanded noun phrases to convey complicated information concisely

Relative clauses to expand nouns:

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

3. Narrative: Historical Fiction

Verbs – recap with detailed focus on tenses (inc present perfect):

- using the present perfect form of verbs in contrast to the past tense

Clauses - Recap and link together:

- using conjunctions, adverbs and prepositions to express time and cause

Sentences (4) - Recap and link together

- using conjunctions, adverbs and prepositions to express time and cause

Commas to clarify meaning

Plural possessive apostrophe:

- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- indicating possession by using the possessive apostrophe with plural nouns

Non-Fiction Genres

2. Non-Fiction: Persuasive Text

Parenthesis – brackets, dashes and commas:

- using brackets, dashes or commas to indicate parenthesis

Modal verbs and adverbs to suggest degrees of possibility:

- using modal verbs or adverbs to indicate degrees of possibility

Poetry

4. Narrative Poetry:

'The Raven' by Edgar Allen Poe – Emotive poems

Handwriting (LKS2)

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting

Spellings

Use further prefixes and suffixes and understand how to add them.

Spell some words with 'silent' letters.

Spell further homophones and distinguish between homophones and other words which are often confused.

Place the possessive apostrophe accurately in words with regular plurals.

Spell words that are often misspelt (English Appendix 1)

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spoken Language

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Maths – Summer Term

NC Y4 Objectives **NC Y5 Objectives** WRM Y4 Objectives WRM Y5 Objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Decimals (incl Y4 Money)		Measurement: Time	Statistics		Geometry: Properties of Shapes			Geometry: Position and Direction	Y4: Consolidation Y5: Converting Units / Volume		
Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence. Understand decimal notation of pounds and pence. Use models, such as the part-whole model, to recognise the total of an amount being partitioned in pounds and pence. Convert between different units of money. Compare numbers with the same number of decimal places up to two decimal places. **Read, write, order and compare numbers with up to three decimal places.** Compare numbers with decimals with up to two decimal places. Order numbers with decimals with up to two decimal places. Order amounts of money represented in the same format. Order amounts of money including mixed pounds and pence and also totals represented in decimal notation. Order and compare numbers with up to three decimal places. Create simple rules for sequencing decimals. Round decimals with one decimal place to the nearest whole number. **Round decimals with two decimal places to the nearest whole number and to one decimal place** Round numbers with 1 decimal place to the nearest whole number. Round amounts of money written in decimal notation to the nearest pound. Estimate the total of two amounts. Estimate with more than two amounts. Round to the nearest whole number and to the nearest tenth. Solve simple measure and money problems involving fractions and decimals to two decimal places. **Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/5 and those fractions with a Denominator of a multiple of 10 or 25** Solve simple problems with money, involving all four operations. Add numbers greater than one with the same number of decimal places. Subtract numbers with the same number of decimal places. Add numbers with different numbers of decimal places. Subtract decimals with different numbers of decimal places. Add and subtract numbers with decimals from whole numbers. Create simple rules for decimal sequences.		Convert between different units of measure of time. **Solve problems involving converting between units of time** Know the number of minutes in an hour and seconds in a minute. Understand the concept of a year, month, week and day. Convert between different units of time. Convert between different units of time including years, months, weeks, days, hours, minutes and seconds. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Convert between analogue and digital times using a format up to 12 hours. Use a.m. and p.m. to distinguish between times in the morning and afternoon. Understand that how many minutes past the hour determines the digital time. Recognise that digital time needs to be written in 4-digit format. Convert between analogue and digital times using a 24 hour clock. **Complete, read and interpret information in tables, including timetables (statistics)** Use timetables to retrieve information. Convert between different units of time in order to solve problems using the timetables.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Use bar charts, pictograms and tables to interpret and present discrete data. Decide which scale will be the most appropriate when drawing their own bar charts. Gather their own data using tally charts and then present the information in a bar chart Ask questions a bout the collected data. Use their knowledge of scales to read a time line graph accurately. Create their own line graphs to represent continuous data. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Solve comparison, sum and difference problems using information presented in a line graph.** Solve comparison, sum and difference problems using discrete data with a range of scales. Use addition and subtraction to answer questions accurately. Ask their own questions about the data in pictograms, bar charts and tables. Solve comparison, sum and difference problems using continuous data with a range of scales. Read and interpret line graphs. Make links back to using number lines when reading the horizontal and vertical axes. Draw vertical and horizontal lines to read the points accurately. Use their knowledge of scales and coordinates to represent data in a line graph. (science) Use line graphs to solve problems. Solve comparison, sum and difference problems. **Complete, read and interpret information in tables.** Read tables to extract information and answer questions. Generate their own questions about information in a table. Read a range of two-way tables. Answer questions by interpreting the information in the two-way tables. Complete two-way tables, using their addition and subtraction skills. Create their own questions about the two-way tables.				Identify acute and obtuse angles and compare and order angles up to two right angles by size. **Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.** Use an angle tester to check whether angles are larger or smaller than a right angle. Know that an acute angle is more than 0 degrees and less than 90 degrees. Know that a right angle is exactly 90 degrees. Know an obtuse angle is more than 90 degrees but less than 180 degrees. Compare and order angles in ascending and descending order. use an angle tester to continue to help them to decide if angles are acute or obtuse. Identify and order angles in different representations including in shapes and on a grid. Deduce angles such as 45 degrees, 135 degrees and 270 degrees. Define angles in terms of degrees and as fractions of a full turn. **Identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o** Recognise a full turn as 360 degrees. Recognise a half-turn as 180 degrees. Recognise a quarter-turn (or right angle) as 90 degrees. Recognise two right angles are equivalent to a straight line, or a straight line is a half of a turn. Connect their knowledge of right angles, straight lines and compass points. **Draw given angles, and measure them in degrees (o)** Measure angles less than 90˚, acute angles, using a protractor. Estimate the size of acute angles. Estimate the size of obtuse angles. Understand how to use both the inside and outside scales of the protractor. Draw lines correct to the nearest millimetre. Use a protractor to draw angles of a given size. **Use the properties of rectangles to deduce related facts and find missing lengths and angles.** Calculate missing angles on straight lines. Use the square grids to reason about length and angles. Understand parallel and perpendicular lines and right angles in relation to squares and rectangles. **Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.** Classify triangles using the names 'isosceles', 'scalene' and 'equilateral'. Use rulers to measure the sides of a triangle in order to classify them correctly. Compare the similarities and differences between triangles. Identify, sort and draw triangles. Name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium. Describe their properties of a square, rectangle, rhombus, parallelogram and trapezium. Identify the similarities and differences between different quadrilaterals. Draw quadrilaterals accurately using knowledge of their properties. Distinguish between regular and irregular polygons. Calculate the sizes of missing angles and sides of polygons. Identify lines of symmetry in 2-D shapes presented in different orientations. Find and identify lines of symmetry within 2-D shapes. Complete a simple symmetric figure with respect to a specific line of symmetry. Use their knowledge of symmetry to complete 2-D shapes and patterns. Use squared paper, mirrors or tracing paper to help them accurately complete figures. **Identify 3-D shapes, including cubes and other cuboids, from 2-D representations** Identify 3-D shapes, including cubes and cuboids, from their 2-D nets. Use the language associated with the properties of 3-D shapes, for example, faces, curved surfaces, vertices, edges etc. Identify properties of 3-D shapes from 2-D projections, including plans and elevations.	Describe positions on a 2-D grid as coordinates in the first quadrant. Describe positions in the first quadrant. Read, write and use pairs of coordinates. Plot specified points and draw sides to complete a given polygon. Plot given points on a 2-D grid. **Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.** Understand that the origin is (0, 0). Read coordinates. Understand that the first number represents the x-coordinate and the second number represents the y-coordinate. Describe movements between positions as translations of a given unit to the left/right and up/down. **Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.** Move shapes and points on a coordinate grid following specific directions using language such as: left/right and up/down. Describe the movement of shapes and points on a coordinate grid using specific language such as: left/right and up/down. Translate shapes on a grid. Translate coordinates. Describe translations of coordinates. Reflect objects using lines that are parallel to the axes. Use the language object (name of shape before reflection) and image (name of shape after reflection). Understand what happens to points when they are reflected in lines parallel to the axes.	**Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).** Multiply and divide by 1,000 to convert between kilometres and metres. Apply their understanding of adding and subtracting with four-digit numbers to find two lengths that add up to a whole number of kilometres. Find fractions of kilometres. Understand that 'kilo' means a thousand. Convert from metres to kilometres (km), grams to kilograms (kg) and vice versa. Understand that milli- means 1/1,000 Convert from metres to millimetres (mm), litres to millilitres (ml) and vice versa. Convert between different units of length and choose the appropriate unit for measurement. Know that that they need to divide by different multiples of 10 to convert between the different measurements. **Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.** Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds (lbs) and pints. **Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].** Understand that volume is the amount of solid space something takes up. Understand how volume differs from capacity. Compare and order different solids that are made of cubes. Estimate volume and capacity of different solids and objects. Choose the most suitable unit of measure for different objects. Understand that volume is the amount of solid space taken up by an object, whereas capacity is the amount a container can hold. Estimate capacity. Understand that containers can be different shapes but still hold the same capacity. Understand that we often use the word capacity when referring to liquid, rather than volume.		

A	Science				
SUMMER: CHINA	**Programme of Study**				
	Evolution and Inheritance (Y6 Biology) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Explain how fossils occur over millions of years - Explain how the way these fossils are very different to today's organisms suggest some form of change - Discuss how scientist have pieced together the gradual change in organisms to suggest evolutionary change (including further scientific study supporting descendants) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Recall that following reproduction offspring are produced - Describe how offspring share characteristics from both parents - Discuss how combination of DNA from both parents results in a genetic hybrid Identify how animals & plants have adapted to suit their environment in different ways and that adaptation may lead to evolution. - Describe characteristics an organism has which make it suited to its environment - Describe how evolution occurs by the success of survivors (who are better suited to their environment) - Explain how the environmental pressures drive evolution - Recall that Charles Darwin was significant in the acceptance of evolution with his theory. - Describe trade-offs which suggest why organisms can't be adapted to all environments (Darwinian Demons)			**Sound: (Y4 Physics)** Identify how sounds are made, associating some of them with something vibrating. - Understand that sounds travel from a source. - Understand that sounds are created by vibrations. - (WD) Understand that sounds travel as waves. Recognise that vibrations from sounds travel through a medium to the ear. - Understand that vibrations of a sound must travel through a medium (e.g. the air or water) before reaching our ears. - Understand that our ears convert these vibrations into a sound. - Discuss how different media alter the way a sound travels. Find patterns between the pitch of a sound and the features of the object that produced it. - Can describe a sound as being high or low. - Can recognise that more quickly vibrating objects create a higher pitched sound and slower vibrating objects create a lower sound. - Can alter the pitch produced by an object by making it vibrate at a different speed. Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Can describe a sound as being loud or quiet. - Can recognise that larger vibrations cause a louder sound and that smaller vibrations cause a quieter sound. - Can alter the volume produced by an object by making it vibrate harder. Recognise that sounds get fainter as the distance from the sound source increases. - Can describe sounds as faint or clear. - Can recognise that sounds become fainter the further they have to travel from their sources. - Recognise that the vibrations become weaker the further through a media they travel. - Discuss how the media a sound is travelling through impacts the distance it can travel.		
	Key Vocabulary: Environment, Habitat, Adaption, Characteristics, Theory, Pressure, Fossils, Organism, Offspring			**Key Vocabulary**: vibrate, vibrations, faint/clear, sound waves, medium, convert, features, media, pitch, loud/quiet, high/low, volume	
	Working Scientifically				
	Investigation:	**Plan** **- Ask relevant questions and use different types of scientific enquiries to answer them.** **- Set up simple practical enquiries, comparative and fair tests.**	**Do** **- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.**	**Record** **- Gather, record, classify and present data in a variety of ways to help in answering questions.** **- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.**	**Review** **- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.** **- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.** **- Identify differences, similarities or changes related to simple scientific ideas and processes.** **- Use straightforward scientific evidence to answer questions or to support their findings.**
	Quadrats / Grouping and classifying	**Investigation Type:** Understand what is meant by a "grouping and classifying" **Investigation Type:** Plan an investigation involving grouping and classifying	**Observing:** Make and discuss systematic and careful observations (grouping and classifying). **Observing:** Take meaningful and relevant notes when carrying out an investigation	**Presenting:** Record and present data using classification keys.	**Evaluating:** Explain where an investigation could be improved
	Pitch and vibration / Pattern seeking	**Investigation Type:** Understand that we can use different types of enquiry to answer questions. **Investigation Type:** Plan an investigation involving noticing patterns with support.		**Discussing:** Record and discuss findings using scientific language.	**Reporting:** Report and discuss findings orally. **Evaluating:** Recognise when and why an investigation has gone wrong.

A

SUMMER: CHINA

History: Achievements of Shang Dynasty: an in depth study.

Key Lines of Historical Enquiry: What made the achievements of the Shang Dynasty so great?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place the start (1766BC) and end (1050BC) on a timeline. • Place the Shang Dynasty on a wider global and British History timeline to compare with what they already know eg Ancient Greeks, Roman Empire, Maya, Ancient Egyptians, early Britain. • Identify the geographic area covered in the Shang Dynasty on a map of China. • Recall and explain why the Shang Dynasty, was known as the Bronze Age in Chinese history.	• Recall that the Shang Dynasty began in 1766BC when Tang set up his capital in the city of Bo. • Explain that the Shang Empire grew and shrank, depending on the strength or weaknesses of the ruler. • Explain that the Shang were a highly-organised society, with clear hierarchical structures and specialised functions. • Describe the social hierarchy of the Shang: Emperor, nobles, landlords, peasants. • Recall that the Shang were largely an agricultural society alongside many specialist tradespeople. • Recall that the Shang Dynasty came to an end when it was overthrown by the neighbouring Chou (or Zhou) Dynasty.(Conflict)	**Similarities and Difference:** • Compare/contrast the Shang Dynasty with the ancient Egyptians, Ancient Greeks and Anglo-Saxons. **Historical Significance** • Explain what is meant by historical significance. • Recall that the Shang excelled at inventing. • Describe and evaluate what they invented including writing, chopsticks, calendar, bronze casts, jade pottery and chariots. Ask historically-valid questions • Create own structured, written narrative around the Key Enquiry	• Describe the difference between first hand and second hand evidence. • Identify sources of first hand evidence for the Shang Dynasty: Oracle Bones, Bronze Casts, Jade Artefacts • Explain that the Shang Dynasty is regarded as the first Chinese dynasty that we have written evidence for. • Explain that written evidence is limited as the only written information that remains from the Shang period is from the inscriptions found on oracle bones or artworks. • Recall that most of what we know about the Shang has been determined from the art they created. • Recall that sometimes in history we cannot answer some questions because there is not enough evidence.	• Dynasty, society, hierarchy, ruler • Emperor, nobles, landlords, tradespeople, peasants • Agriculture • Conflict • Chronology, evidence, artefact

Geography: China / Biomes and Climate Zones

Key Lines of Geographical Enquiry: Which is the best climate zone in China and why?

Locational Knowledge:	Place Knowledge:	Physical Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.	• **Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight points of a compass, four and six-figure grid references, symbols and key** • **(including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**
• Name and locate Asia, China, Bejing, Xian. • Identify and locate the Yellow River, Yangtze River, Pacific Ocean, Himalayas, Mongolia, Malaysia, South and North Korea, Vietnam, Myanmar, Nepal, India, Kazakhstan, Tibet, Great Wall of China. • Identify and locate the Equator, Southern and Northern Hemispheres, Tropics of Cancer and Capricorn. • Identify the latitudes and longitudes relevant to China. • Identify which time zones China is in.	• Identify and locate the 5 climate zones in China (Koppen Geiger). • Describe the features of the different climate zone. • Identify and locate the different biomes in China.	• Describe and understand the key aspects of the water cycle. • Know that water is never created or destroyed. • Know the different stages of the water cycle: evaporation, transpiration, condensation, precipitation, run-off.	• Use maps, atlases, globes and digital/computer mapping to locate Asia, China, Pacific Ocean, Yangtze river, Yellow River, Xian, Bejing, Himalayas, different biomes and climate zones in China, Great Wall of China.

A	Art & Design	Design & Technology
SUMMER: CHINA	**Chinese Woodblock Printing** • Experiment creating different printing blocks using a variety of materials. • Study Chinese characters. • Practice drawing different Chinese characters using different tools. • Create a Chinese character string to create a block print. • Study some different printing blocks. • Explain the difference between negative and positive space. • Practice creating a printing block using different materials. • Investigate creating Chinese symbols using a block print. • Identify how to create a mirror image block so symbols are the right way round. • Explain the meaning of the following formal elements: line, pattern, texture, shade and colour. • Explain why they chose the tools and materials that they did. • Share work to others in small groups, and listen to what they think about what you have made. • Recall that Chinese woodblock printing is one of the world's first printing technologies. • Explain how ancient Chinese printers created prints by carving letters in relief on a block of wood which was then used to print texts and images. • Describe how these early printers created their prints. •	**Structures: Which shape of kite flies the best?** • Use research to develop design criteria to create a functional kite. • Disassemble a range of kites and describe in detail their function. • Produce a detailed design and plan using prototypes, • commentary and diagrams that include accurate measurements. • Select and use tools and • equipment to measure, mark out and shape materials and • components accurately. • Make a range of complex paper models, mock-ups and templates. • Produce a well-finished kite that fulfils the functional and aesthetic design criteria. • Follow procedures for safety and hygiene. • Research, investigate and use analysis of different types of kites to inform own work. • Use knowledge of similarities and differences between products with the same function to support identification of most effective kite. • Give reasons, supported by factual evidence for the success of their kite. • Join 2D frames to create 3D structures. • Reinforce and strengthen 3D framework using the concept of 'triangulation'. • Make rectangular frames of different sizes using strip wood, reinforcing with cross braces. • Use a range of materials to make joints e.g., card strips, elastic bands, thread and ties, and plastic tubing.
	Modern Foreign Languages	**Computing**
	Au Café / Les habitats • Order from a selection of foods from a French menu. • Order from a selection of drinks from a French menu. • Order a French breakfast. • Order typical French snacks. • Ask for the bill. • Recall. how to say hello, goodbye, please and thank you. • Say and write the key elements animals and plants need to survive in their habitat. • Give examples of the most common habitats for plants and animals. • Name examples of habitats. • Say and write which animals live in these different habitats. • Say and write which plants grow in these different habitats. • Recall that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning. • Recall that je voudrais is the verb conjugation for I would like.	***PROGRAMMING: Repetition in Shapes*** COMPUTER SCIENCE: • Identify that accuracy in programming is important. • Create a program in a text-based language. • Explain what 'repeat' means. • Modify a count-controlled loop to produce a given outcome. • Decompose a task into small steps. • Create a program that uses count-controlled loops to produce a given outcome. ***PROGRAMMING: Repetition in Games*** COMPUTER SCIENCE: • Develop the use of count-controlled loops in a different programming environment. • Explain that in programming there are infinite loops and count-controlled loops. • Develop a design that includes two or more loops which run at the same time. • Modify an infinite loop in a given program. • Design a project that includes repetition. • Create a project that includes repetition.

A	Music	RHSE
SUMMER: CHINA	**Sing & Play in Different Styles: Blues / Ma Rainey** **Listening & Musical Appreciation:** • Explain a bridge passage and its position in a song. • Recognise the sound and notes of the pentatonic and Blues scale, by ear and from notation. • Recall that the Blues is a type of music originating from the deep south of USA in 1860s. • Describe the connections Blues has to other music genres. • Recall that Ma Rainey was known as the 'Mother of the Blues' and explain why. • Listen to and identify the 'Blues' note in Runaway Train **Singing:** • Rehearse and learn songs from memory and/or with notation. • Sing on pitch and in time. • Sing in unison and parts, and as part of a smaller group. • Develop confidence as a soloist. **Performance:** • Play the right notes with secure rhythms on a tuned instrument (recorder). • Play together with everybody while keeping the beat. • Start to understand how to rehearse a piece of music in order to improve. • Include instrumental parts, improvisatory sections and composed passages in a performance. **Improvisation and Composing:** • Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. • Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and rests, including silent rests and beats. • Compose an eight-bar melody using three or five notes over a backing track. • Compose using octave scales in different keys. **Musicianship:** • Listen to and copy back melodic patterns using notes from memory and with notation. • Create personal musical ideas using the given notes. • Copy back melodic patterns using voices (sol-fa option).	**Essential Skills: Leadership** • Manage time and share resources to support completing tasks. • Manage group discussions to reach shared decisions. **Essential Skills: Creativity** • Generate ideas to improve something. • Generate ides by combining different concepts. **Health: Health & Prevention** • Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • Know the facts and science relating to allergies, immunisation and vaccination.

Religious Education

Kingdom of God: ***For Christians, what was the impact of Pentecost?***

Make sense of belief:
• Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth
• Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
• Give examples of what Pentecost means to some Christians now

Understand the impact:
• Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now
• Describe how Christians show their beliefs about the Holy Spirit in worship

Make connections:
• Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

Karma/dharma/samsara/moksha: Why do Hindus try to be good?

Make sense of belief:
• Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.

Understand the impact:
• Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
• Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
• Give evidence and examples to show how Hindus put their beliefs into practice in different ways

Make connections:
• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus
• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

A	Physical Education			
SUMMER: CHINA	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Dodgeball: Running / Throwing / Catching • Recall the basic rules and aims (head hits, catching, no bouncing, middle line) • Face opposition as much as possible whilst playing • Throwing the ball with a mixture of over and under-armed throws at speed • Begin catching slow/higher throws • Develop reaction time and agility to dodge balls in a variety of different ways **Athletics: Running / Throwing / Jumping** • Run short and long distances, demonstrating appropriate technique, and pacing for each • Jump for height and distance, demonstrating appropriate developing technique for each • Using running and jumping in combination (e.g. using timing and striding for hurdles) • Further develop throwing technique, including using appropriate technique for javelin and discus • Take part in circular relays • Begin to use an appropriate technique for baton changeover ***See P.E. Curriculum Overview for more specific information on fundamental movement skills.*** **Cricket & Rounders: Catching / Throwing / Striking with an object** • Recall the basic rules and aims (inc throwing ball being quicker than running with it) and begin to use these to gain a tactical advantage • Hold a bat in the correct way • Strike a ball moving towards receiver • Remain focussed and communicate when fielding • Catch and throw a ball accurately • Begin to make decisions about whether to run or not, clearly communicate this with teammates **O.O.A** • Take on a number of different roles within group activities and further develop teamwork within these situations • Confidently take part in group activities involving trust (e.g. spotting) • Further develop confidence at completing activities at height • Further develop confidence at completing activities involving water • Further develop basic climbing skills – e.g. foot and hand placements, forward planning • Further develop basic orienteering skills – e.g. reading simple maps using reference points	***In the context of all of the sport-specific activities above….*** • Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Begin to communicate tactics clearly with the rest of your team • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in tag rugby, making decision with the aim of either creating or preventing a try) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Begin to recognise that more complicated tactics are only more •	***In the context of all of the sport-specific activities above….*** • Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Begin to recall variation in techniques and begin to adopt a personal preference when executing a skill • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) ○ demonstrate **self-belief** (and team), particularly when things are going wrong ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**

Brown Clee C.E. Primary School

AUTUMN TERM B:

THE ROMANS

B

ENGLISH (Year 4/5)

AUTUMN: THE ROMANS

Class Text: Escape from Rome by Caroline Lawrence

On-going objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literacy heritage, and retelling some of these orally.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative, poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning

Distinguish between statements of fact and opinion.
Retrieve and record information from non-fiction.
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Provide reasoned justifications for their views.

Writing Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- identifying the audience for and purpose of the writing,
- noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively.
- building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme to create cohesion.
- in narratives, creating settings, characters, plot and atmosphere.
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency and effect.
- ensuring correct subject and verb agreement when using singular and plural.

Proof-read for spelling and punctuation errors

Narrative Genres

3. Story Openings focusing on description.

Pronouns inc possessive pronoun

- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Develop their understanding of the concepts set out in English appendix 2: "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", pronoun, possessive pronoun.

Main clauses: basics inc conjunctions

- Use conjunctions, adverbs and prepositions to express time and cause
- Develop their understanding of the concepts set out in English appendix 2: clause, conjunction, pronoun.

Sentences: Recap in context of clauses and pronouns.

Non-Fiction Genres

2. Explanations: How fossils are formed.

Sentences: Recap very simple sentences (ENP + V)

- RECAP KS1 Objectives in context of new learning.

Paragraphs:

- Organise paragraphs around a theme.

Recap Apostrophes for contractions:

- RECAP KS1 Objectives

Poetry

1. Free Verse: Autumn

Noun phrases: Simple ENPs

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Develop their understanding of the concepts set out in English appendix 2: "Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", determine
- Use expanded noun phrases to convey complicated information concisely.

Verbs inc manner adverbs.

- Develop their understanding of the concepts set out in English Appendix 2 by: "Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]"

Handwriting (LKS2)

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Increase the legibility, consistency and quality of their handwriting

Spellings

Use further prefixes and suffixes and understand how to add them.
Spell some words with 'silent' letters.
Spell further homophones and distinguish between homophones and other words which are often confused.
Place the possessive apostrophe accurately in words with regular plurals.
Spell words that are often misspelt (English Appendix 1)
Use the first two or three letters of a word to check its spelling in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Maths – Autumn Term

Black: NC Y4 Objectives **Black Bold: NC Y5 Objectives** : WRM Y4 Objectives WRM Y5 objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Number- Place Value				Number – Addition and Subtraction			Number – Multiplication and Division			Length, Perimeter and Area	

Identify, represent and estimate numbers using different representations.
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
Read, write numbers to at least 1 000 000 and determine the value of each digit
Use concrete manipulatives to represent numbers up to 9999.
Understand that you can count forwards & backwards, in equal steps from both sides.
Use concrete manipulatives and pictorial representations to represent numbers up to 10,000.
Represent numbers on a place value grid and numberline to 100,000.
Represent numbers to 1,000,000.
Use a numberline to find numbers inbetween.
Estimate, label and draw numbers on a numberline up to 10,000.
Estimate where larger numbers will be on a numberline.
Read numbers to 10,000.
Read numbers to 100,000.
Read numbers to 1,000,000.
Represent numbers up 10, 000 in numbers and words.
Represent numbers up to 100,000 in numbers and words.
Represent numbers up to 1,000,000 in numbers and words.
Recognise large numbers in a part part whole model when they are partitioned in unfamiliar ways.

Recognise the place value of each digit in any number up to 10,000.
Understand that a 4 digit number is made up of 1000s, 100s, 10s and 1s.
Understand that numbers can be partitioned in more than one way.
Recognise that 1,000 is made up of 10 hundreds.

Count in multiples of 6,7,9 25 and 1000.
Count forwards or backwards in steps of 10 for any given number up to 1,000,000.
Count in multiples of 6.
Count in multiples of 7.
Count in multiples of 9.
Count in multiples of 1000.
Find 1000 more than a given number.
Find 1000 less than a given number.
Count in multiples of 25.
Recognise and explain that there are 2 25s in 50 and 4 25s in 100.
Count forwards in 10 to 1,000,000.
Count backwards in 10s from 1,000,000.

Order and compare numbers to 1000.
Order and compare numbers up to at least 1,000,000.
Compare numbers up to 9,999 and use symbols to show which is greater and which is smaller.
Order a set of numbers up to 9,999 on a number line and explain reasoning about where they are positioned.
Find largest and smallest number from a set of numbers.
Compare numbers up to 100,000 in a variety of ways to show which is greater and which is smaller.
Order a set of numbers up to 100,000 in a variety of ways and explain reasoning about where they are positioned.
Compare numbers up to 1,000,000 using comparison vocabulary and symbols.
Order a set of numbers up to 1,000,000 using comparison vocabulary and symbols.

Round any number to the nearest 10, 100 or 1000.
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
Round numbers to the nearest 10.
Round numbers to the nearest 100.
Round numbers to the nearest 1000.
Round numbers to 10, 100 and 1000.
Round numbers within 100,000.
Round numbers within 1,000,000.

Count backwards through zero to include negative numbers
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Understand that there are numbers below zero.
Count backwards through zero using correct mathematical language.
Position negative numbers on a numberline.
See and use negative numbers in context eg temperature.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers
Solve number and practical problems that involve all of the above.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Read Roman numerals to 100.
Understand how the numeral system developed over time.
Use Roman numerals to 100 to begin to derive Roman numerals to 1,000
Recognise years written in Roman Numerals

Add numbers with up to 4 digits using the formal written methods of columnar addition
Add whole numbers with more than 4 digits, including using formal written methods (columnar addition).
Add numbers mentally with increasingly large numbers.
Add 1s, 10s, 100s and 100s.
Add two 4 digit numbers – no exchanging.
Add two 4 digit numbers – one exchange.
Add two 4 digit numbers - multiple exchanges.
Add more than 4 digit numbers.

Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction.
Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction).
Subtract numbers mentally with increasingly large numbers.
Subtract 1s, 10s, 100s and 1000s.
Subtract two 4 digit numbers – no exchanging.
Subtract two 4 digit numbers – one exchange.
Subtract two 4 digit numbers – multiple exchanges.
Find the most efficient means of subtraction eg partition, take-away or find the difference.
Subtract more than 4 digits.

Estimate and use inverse operations to check answers to a calculation.
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Use knowledge of rounding to estimate answers.
Check to see if answer is right using the inverse.
Identify the most appropriate number to round.
Use their knowledge of addition and subtraction to check workings to ensure accuracy.
Use commutative law to see that addition can be done in any order by subtraction cannot.

Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Use knowledge of addition and subtraction to solve multistep problems.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
Understand the effect of multiplying by 1 and 0.
Understand the effect of dividing by 1.
Use the 'Associative Law' to multiply 3 numbers.

Recall multiplication and division facts for multiplication tables up to 12 × 12.
Use knowledge of timestable facts to multiply and divide by 6.
Use known timestable facts to be fluent in use of 6 times table.
Use knowledge of timestable facts to multiply and divide by 9.
Use known timestable facts to be fluent in use of 9 times table.
Use knowledge of timestable facts to multiply and divide by 7.
Use known timestable facts to be fluent in use of 7 times table.
Use knowledge of 1,2 and 10 timestables to explore 11 and 12 timestables through partitioning.

Recognise and use factor pairs and commutativity in mental calculations.
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
Find multiples of whole numbers.
Know that a factor is a whole number that multiplies by another number to make a product.
Understand the relationship between multiplication and division.
Use arrays to show the relationship between multiplication and division.
Understand that factors come in pairs.
Find common factors of two numbers.
Use arrays to compare factors of a number.
Use Venn diagrams to show factors of numbers.

Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
Establish whether a number up to 100 is prime and recall prime numbers up to 19.
Recognise and use square numbers and cube numbers, and the notation for squared(2) and cubed (3)
Use knowledge of factors to know that some numbers only have 2 factors (prime numbers).
Know that non-primes are known as composite numbers.
Recall primes up to 19.
Establish whether a number is a prime up to 100.
Know that 1 is not a prime number as it only has 1 factor.
Find factors of numbers.
Know that squared numbers have an add number of factors and are the result of multiplying a whole number by itself.
Know the notation for a squared number is ^{2}.
Know that a cubed number is the result of multiplying a number by itself three times.
Know the notation for a cubed number is ^{3}.

Use place value, known and derived facts to multiply and divide mental.
Recognise and use factor pairs and commutativity in mental calculations.
Multiply and divide numbers mentally drawing upon known facts.
Multiply and divide whole numbers by 10, 100 and 1000
Know that ten times bigger is the same as multiply by 10.
Understand the link between multiplying by 10 and multiplying by 100.
Divide by 10 (whole number answers only).
Understand that the relationship between multiplying and dividing by 10 as the inverse of the other.
Divide by 100 (whole number answers only).
Multiply by 1000.
Divide by 10, 100 and 1000.
Use knowledge of multiples 0f 10, 100 and 1000 to answer related questions.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects.
Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes

Convert between different units of measure [for example, kilometre to metre;]
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre;]
Multiply and divide by 1000 to convert between m and km.
Apply understanding of adding and subtracting 4 digit numbers to find 2 lengths that add up to a whole number of km.
Find fractions of kms.

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
Calculate perimeter of a rectilinear shape using squares on a grid.
Calculate perimeter of rectangles that without using a squared grid.
Use understanding of perimeter to calculate missing lengths and investigate possible perimeters of squares and rectangles.
Begin to calculate the perimeter of rectilinear shapes without using square grids.
Use addition and subtraction to calculate missing sides.
Measure the perimeter of rectilinear shapes from diagrams without using grids.
Recognise that they need to use a ruler accurately.
Apply knowledge of measuring length and perimeter to find unknown side lengths.
Find perimeter of shapes with and without grids.

Find the area of rectilinear shapes by counting squares.
Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
Understand that area is the amount of space taken up by a 2D shape or surface.
Understand that area is measured in squares.
Measure and compare areas of rectilinear shapes.
Make rectilinear shapes using a given number of squares.
Compare the area of rectilinear shapes where the same size square has been used.
Use < and > with the value of the area to compare shapes.
Put shapes in order of size according to their area.
Use a formula to find the area of a rectangle.
Calculate the area of compound shapes.
Use knowledge of counting squares to estimate area of shapes that are not rectilinear.
Use knowledge of fractions to estimate how much of a square is covered.

B	Science				
AUTUMN: THE ROMANS	**Programme of Study**				
	Rocks: (Y3 Chemistry) • Compare and groups together different kinds of rocks on the basis of their appearance and simple physical properties. ○ Recognise that rocks have different appearances and physical properties. ○ Group rocks based on their appearances. ○ Group rocks based on their physical properties. ○ (WD) Name different types of rocks. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. ○ Understand that fossils were once living things. ○ Understand how different types of rocks (i.e. igneous, sedimentary, metamorphic) have formed. ○ Recognise that when dead things are trapped within a rock during the rock's formation it results in a fossil. ○ (WD) Begin to consider the implications of fossils which are very different to any living thing today. • Recognise that soils are made from rocks and organic matter. ○ Describe how soil is made. ○ Understand that soils form in different ways and that this process takes a long time. (WD) Begin to discuss different types of soil particles e.g. sand, clay, silt.			**Plants: (Y3 Biology)** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Identify different parts of flowering plants. - Describe the functions of different parts of flowering plants. - Discuss how different of flowering plants can vary depending on the plant. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Identify the requirements of plants for life and growth. - Recognise that all of these requirements are needed for life and growth. - Discuss how the requirements of plants for life and growth vary from plant to plant. - Discuss how plants require different amount of each type of requirement at different stages of their lives. Investigate the way in which water is transported within plants. - Identify the different parts of a plant. - Recall that water is absorbed by plants usually from soil by their roots. - Recall that water is transported from the roots to the rest of the plant via it's stem. - Discuss how larger plants generally require more water. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. - Identify the parts of a flower. - Describe the function of the different parts of the flower. - Describe how seeds are typically formed (e.g. pollination, seed formation and seed dispersal). - Discuss the dependent relationship between plants and other living things.	
	Key Vocabulary: sedimentary, igneous, metamorphic, physical properties, formation, fossil, particles, sand, clay, silt, soil			**Key Vocabulary:** roots, stem/trunk, leaves, flowers, stamen, stigma, pollen, style, ovary, sepal, filament, anther, functions, requirements, transported, relationship, absorb, life cycle, pollination formation, dispersal	
	Working Scientifically				
	Investigation:	**Plan** - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	**Do** - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	**Record** - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	**Review** - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
	Rock Types / **Grouping & classifying**	**Investigation Type:** Plan an investigation involving grouping and classifying with support.		**Discussing:** Recognise which presentation of data is most appropriate.	**Reporting:** Report findings using simple written reports.
	Water transport in plants / **Changes over time**	**Investigation Type:** Plan an investigation involving changes over time with support.	**Observing:** Begin to make systematic and careful observations (changes over time).		**Concluding:** Use summary of data to draw conclusions about an investigation. **Further Questioning:** Raise further questions based on conclusions. **Reporting:** Report and discuss findings orally.

B

AUTUMN: THE ROMANS

History: Roman Empire 55BC to AD43

Key Lines of Historical Enquiry: Why did Caesar fail and Claudius succeed to invade Britain?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Recall that the Romans originated in the city of Rome in modern-day Italy in 753 BC, and that they ruled countries across the globe. • Identify where the Roman period fits into the British history timeline. • Use a timeline to order key events in the Roman invasion of Britain: Julius Caesar's first attempt at invading (55BC), 2nd attempt (54BC) Claudius' successful invasion (43AD), London founded (50AD), Romans withdraw from Britain (410AD)	• Describe the fractured settlement structure of Celtic Britain before Caesar arrived. • Recall that Caesar was a famous Roman general and politician who founded the Roman Empire. • Explain what an Empire is. • Explain why Caesar wanted to invade Britain. • Describe the events associated with Caesar's first and second invasion. • Recall that Claudius was the 4th Roman Emperor. • Describe the events associated with Claudius' invasion of Britain. • Explain why the Roman army was so successful.	**Cause and Consequence** • Explain what is meant in history by cause and consequence. • Explain why Caesar's invasions did not succeed. • Explain why Claudius' invasion succeeded. **Historical Significance** • Explain what is meant by historical significance. • Describe what impact the Romans had on modern life: roads, government, trade, armies/war, engineering. • Ask historically-valid questions • Create own structured, written narrative around the Key Enquiry	• Describe the difference between first hand and second hand evidence. • Identify sources of first hand evidence for the Roman invasion of Britain: archaeological remains, letters (including Caesar's own written recount), artefacts • Identify sources of second hand evidence for Romans in Britain: books, internet, historical reports.	• Roman army, legions, legionnaire, training, weapons, armour, tactics, discipline. • Republic, Empire, invasion, conflict. • Celt, tribe, clan.

Geography: Rivers and Water Cycle

Key Lines of Geographical Enquiry: Why is the River Tiber important?

Locational Knowledge:	Physical Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight points of a compass, four and six-figure grid references, symbols and key** • **(including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**
• Name and locate Europe, Italy and Rome • Identify and locate the Mediterranean Sea, Adriatic Sea, Sicily, Sardinia, Alps, River Tiber. • Identify and locate the Equator, Southern and Northern Hemispheres, Tropics of Cancer and Capricorn. • Identify the latitudes and longitudes relevant to Italy. • Identify which time zone Italy is in.	• Understand what a river is. • Know that water flows downwards to the sea. • Identify and name the key features of a river: source, tributary, sea, channel, mouth, flow, ocean, lake, stream, reservoir • Understand that human activity affects and is influenced by rivers. • Understand how a river can change. • Describe and understand the key aspects of the water cycle. • Know that water is never created or destroyed. • Know the different stages of the water cycle: evaporation, transpiration, condensation, precipitation, run-off.	• Use maps, atlases, globes and digital/computer mapping to locate Europe, Italy, Mediterranean Sea, Adriatic Sea, Rome, Sicily, Sardinia, Alps, River Tiber.

B	Art & Design	Design & Technology
AUTUMN: THE ROMANS	**Portraits: Da Vinci and Mona Lisa** • Discuss artist's intention and reflect upon your response. • Make drawings in a sketchbook and record observations of faces (real and pictures) annotating work and commenting on distinctive features. • Practice drawing different facial features. • Explore using the sfumato technique to blend edges. • Use knowledge of colour families to create contrast between light and dark tones. • Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal, pastels, inks. • Revisit the skills needed to paint a landscape. • Draw and paint a portrait in front of a landscape using elements of perspective, line, shape, colour and space. • Ask questions about process, technique, idea or outcome. • Talk about the visual and tactile qualities of drawing and painting media. • Share how other artists/artwork inspired you and how your work fits into larger context. • Recall that Leonardo Da Vinci was a famous Italian Renaissance artist, sculptor, engineer and inventor in the 15th Century. • Recall that his most famous painting is the Mona Lisa, also known as La Gioconda. • Explain how Da Vinci used a technique called sfumato to create gentle gradation of edges and a blurred outline between dark and light shades. • Describe the choice of colours in the Mona Lisa.	**Mechanisms: How far can you fire a projectile with a trebuchet?** • Explain what a trebuchet is and why Romans used them. • Use research to develop design criteria to create a functional trebuchet. • Use annotated sketches, cross-sectional, exploded diagrams and increasingly complex prototypes. • Support discussions about ideas, plans and designs with relevant information. • Explain what a trebuchet is and why Romans used them. • Use research to develop design criteria to create a functional trebuchet. • Use annotated sketches, cross-sectional, exploded diagrams and increasingly complex prototypes. • Support discussions about ideas, plans and designs with relevant information. • Select from and use a wide range of materials and components according to both functional and aesthetic qualities. • Select and use tools and equipment to measure, mark out and shape materials and components. • Make increasingly complex paper models, mock-ups and templates. • Use knowledge of similarities and differences between products with the same function to support identification of most effective product. • Evaluate the success of their trebuchet and identify strengths and areas for improvement. • Vary the position of the pivot point to lift a load using a lever. • Make rectangular frames of different sizes using strip wood, reinforcing with cross braces. • Use different type of mechanisms to fire the trebuchet.
	Modern Foreign Languages	**Computing**
	Phonetics 2 & 3 / The Seasons (KS1 & 2) • Listen and identify the 'I', 'IN', 'IQUE' and 'ILLE' phonemes in French. • Listen and identify the 'É', 'E', 'È', 'EAU' and 'EUX' in French. • Recognise all four seasons. • Use an associated action for each season. • Understand better what happens in the world around us in each season in French. • Say at least one of the four seasons in French (with the correct article) and with accurate pronunciation. • Repeat a short phrase from memory connected to a season in French. • Say which is my favourite season in French. • Say why is it my favourite season using the conjunction 'car' (because) • Know that in French there is often an article/determiner before a noun when there is not one in English.	***DATA & INFORMATION: Data Logging*** INFORMATION TECHNOLOGY: • Explain that data gathered over time can be used to answer questions. • Use a digital device to collect data automatically. • Explain that a data logger collects 'data points' from sensors over time. • Use data collected over a long duration to find information. • Identify the data needed to answer questions. • Use collected data to answer questions. ***DATA & INFORMATION: Flat File Databases*** INFORMATION TECHNOLOGY: • Use a form to record information. • Compare paper and computer-based databases. • Outline how grouping and then sorting data allows us to answer questions. • Explain that tools can be used to select specific data. • Explain that computer programs can be used to compare data visually. • Apply my knowledge of a database to ask and answer real-world questions.

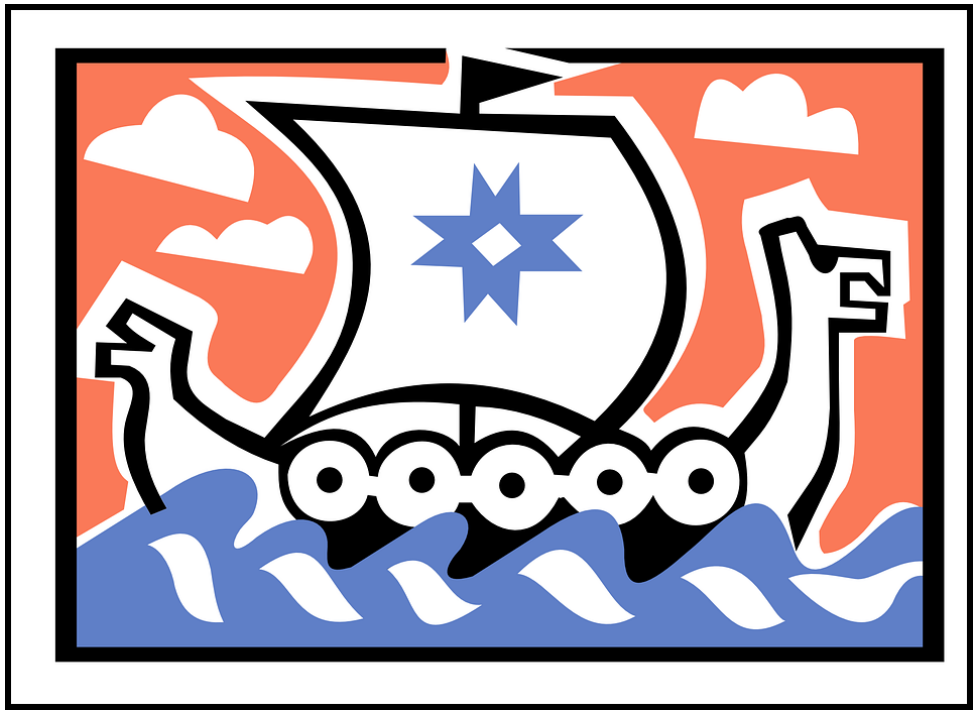
B	Music	RHSE
AUTUMN: THE ROMANS	**Expression & Improvisation: Early Period / Hildegard / O Euchari** **Listening & Musical Appreciation:** • Listen to and copy back five-note melodic patterns from memory. • Identify major and minor totality. • Recall that Saint Hildegard was a German Benedictine abbess, writer, composer, philosopher, mystic and visionary from the 11th century. • Recall that O Euchari tells • the story of Saint Eucharius, a third-century missionary, travelling preacher and worker of miracles. • Describe the style and structure of O Euchari. • Discuss how the music makes you feel. **Singing:** • Sing in different time signatures: 2/4, 3/4, 4/4, 6/8. • Sing expressively with attention to staccato and legato. • Sing expressively with attention to breathing and phrasing. **Performance:** • Rehearse and learn to play a simple melodic instrumental part by ear and/or notation (Glockenspiel). • Listen attentively to and follow musical instructions from a leader. • Perform a range of repertoire pieces and arrangements using acoustic instruments. **Improvisation and Composing:** • Explore improvisation within a major scale using notation. • Listen to and copy back five-note melodic patterns using notes from memory and with notation. • Improvise over a simple chord progression. • Create a four or six-bar melody using the first three • notes of the C major scale (C, D, E) or the pentatonic scale (C, D, E, G. **Musicianship:** • Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. • Copy back melodic patterns using voices (sol-fa option in settings). • Create and/or identify rhythm patterns using simple combinations of minims, crotchets, dotted quavers, quavers and semiquavers • Explain how pulse, rhythm and pitch work together.	**Essential Skills: Listening** • Listen to others and can tell why they are communicating. • Listen to others and record important information as I do **Essential Skills: Problem Solving** • Explore problems by creating different possible solutions • Explore problems by thinking about the pros and cons of possible solutions. **Essential Skills: Speaking** • Speak effectively by thinking about what listeners already know. • Speak effectively by using appropriate language. **Essential Skills: Teamwork** • Work well with others by supporting them if possible • Work well with others by respecting diversity of others' cultures, beliefs and backgrounds. **Relationships: Caring Friendships** • Know the importance of friendships. • Know the characteristics of friendships. • Know that healthy friendships are positive and welcoming towards others. • Know that most friendships have ups and downs/ • Know how to recognise who to trust and who not to trust **Respectful Relationships** • Know the importance of self-respect and how this links to their own happiness • Know about different types of bullying, the impact of bullying, and responsibilities of bystanders and how to get help. • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • Know the importance of permission-seeking
	Religious Education	
	God/Incarnation: *What is the Trinity and why is it important for Christians?* **Make sense of belief:** • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today **Understand the impact:** • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live **Make connections:** • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	

B	Physical Education			
AUTUMN: THE ROMANS	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Swimming: Striking with a body part • **Learn to swim (1-2)** • **Learn to swim (3-5)** • **Learn to swim (6-7)** **Cross Country: Running** • Develop pacing to allow running a wider range of distances. • Continue to develop running technique, including variation for short and long distances (e.g. stride length). • Improve speed, power and stamina to allow running at faster speeds and longer durations. • Run in combination with other skills and in a wider range of game-situations (e.g. throwing, kicking, catching, jumping). • Develop ability at changing direction and speed whilst running. **Netball and Basketball: Running / Catching / Throwing / Striking with a body part** • Recall the basic rules and aims (including dribbling and footwork) • Pass the ball accurately using different types of passes (e.g. chest, bounce and shoulder) with more accuracy • Catch the ball by adjusting body position where needed • Use an appropriate technique for shooting (e.g. long arm in netball) • Begin to develop sport-specific techniques such as dribbling the ball using both hands in basketball or landing and pivoting in netball • Intercept the ball, avoiding contact with opposition **Gymnastics: Jumping** • Perform increasingly complex balances – including those on balance beams and with partner. • Make different body shapes – including in air – and link these together. • Move in more complex ways (e.g. walking along beam, travelling steps). • Move using body revolutions (e.g. forward rolls and cartwheels). • Jump vertically, making simple shapes (e.g. straight, tuck and straddle) • Begin developing the use horizontal body rotations (e.g. ½ turn jumps and pivot steps). • Land carefully with knees bent and arms out in front to avoid movement on landing (including jumping from raised platforms). • Demonstrate flexibility by stretching joints in different ways (e.g. pike and straddle sits). • Vault onto platforms. • Link different jumps, movements, rotations and balances in more complex routines. • Design group and individual routines.	***In the context of all of the sport-specific activities above….*** • Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Begin to communicate tactics clearly with the rest of your team • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in tag rugby, making decision with the aim of either creating or preventing a try) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Begin to recognise that more complicated tactics are only more effective if implemented correctly • Adjust tactics for defending depending on opposition's tactics for attacking and vice versa • Work effectively as part of a team, recognising the importance of different roles/positions and begin to recognise the strengths required for these roles • Begin to take on leadership roles in some sporting situations	***In the context of all of the sport-specific activities above….*** • Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Begin to recall variation in techniques and begin to adopt a personal preference when executing a skill • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) ○ demonstrate **self-belief** (and team), particularly when things are going wrong.

Brown Clee C.E. Primary School

SPRING TERM B:

VIKINGS



B

ENGLISH (Year 4/5)

SPRING: VIKINGS

Class Text: Riddle of the Runes by Janina Ramirez

On-going objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literacy heritage, and retelling some of these orally.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative, poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning

Distinguish between statements of fact and opinion.
Retrieve and record information from non-fiction.
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Provide reasoned justifications for their views.

Writing Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- identifying the audience for and purpose of the writing,
- noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively.
- building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme to create cohesion.
- in narratives, creating settings, characters, plot and atmosphere.
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency and effect.
- ensuring correct subject and verb agreement when using singular and plural.

Proof-read for spelling and punctuation errors

Narrative Genres

3. Narrative: Dialogue Focus

Sentences (3) – wider range of conjunctions and subordinate clauses

Speech using inverted commas

Non-Fiction Genres

2. Non-Fiction: Recount – Newspaper Article

Verbs
- inc time, place, frequency and degree adverbials.

Recap Commas for lists

Recap apostrophes for possession

Poetry

1. Poetry: Performance Poetry (Spring)

Noun phrases
- inc prepositional phrases and adverbs to describe adjectives

Handwriting (LKS2)

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Increase the legibility, consistency and quality of their handwriting

Spellings

Use further prefixes and suffixes and understand how to add them.
Spell some words with 'silent' letters.
Spell further homophones and distinguish between homophones and other words which are often confused.
Place the possessive apostrophe accurately in words with regular plurals.
Spell words that are often misspelt (English Appendix 1)
Use the first two or three letters of a word to check its spelling in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Maths – Spring Term NC Y4 Objectives **NC Y5 Objectives** WRM Y4 Objectives WRM Y5 Objectives

Wk 1	Wk 2	Wk3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Number- Multiplication & Division			Number - Fractions					Number – Decimals incl Y5 percentages			

Recognise and use factor pairs and commutativity in mental calculations.
Multiply and divide numbers mentally drawing upon known facts.
Partition two-digit numbers into tens and ones or into factor pairs in order to multiply one and two-digit numbers.

Multiply two digit and three digit numbers by a one digit number using formal written layout.
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.
Use a variety of informal written methods to multiply a two-digit and a one-digit number.
Use their knowledge of exchanging ten ones for one ten in addition and apply this to multiplication, including exchanging multiple groups of tens.
Use a variety of informal written methods to multiply a three-digit and a one-digit number
Use a variety of informal written methods to multiply a four-digit and a one-digit number.
Use Base 10 to represent the area model of multiplication.
Understand the role and importance of the zero in the column method.
Use formal methods to multiply a two digit number by a two digit number.
Use formal methods to multiply a three digit number by a two digit number.
Use formal methods to multiply a four digit number by a two digit number.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects.
Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
Use multiplication to find area and solve multi-step problems.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
Divide a 2-digit number by a 1-digit number by sharing into equal groups wholly.
Divide 2-digit numbers by 1-digit numbers involving remainders.
Divide a 3-digit number by a 1-digit number.
Divide up to 4-digit numbers by a 1-digit number wholly.
Divide up to 4-digit numbers by a 1-digit number with remainders.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Solve more complex problems building on their understanding of when n objects relate to m objects.

Recognise and show fractions, using diagrams, families of common equivalent fractions.
Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
Show fractions in different representations, for example, fractions of shapes, quantities and fractions on a number line.
Understand the meaning of numerator and denominator, non-unit and unit fractions.
Use strip diagrams to investigate and record equivalent fractions.
Compare two fractions.
Find more than one equivalent fraction on a fraction wall.
Understand equivalence through diagrams.
Use proportional reasoning to find equivalent fractions.
Explore equivalent fractions using models and concrete representations.
Use models to make the link to multiplication and division.
Apply the abstract method to find equivalent fractions.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
Use manipulatives and diagrams to show that a fraction can be split into wholes and parts.
Find fractions greater than one on a number line.
Make connections between improper and mixed numbers.
Convert improper fractions to mixed numbers.
Convert from mixed numbers to improper fractions using concrete and pictorial methods to understand the abstract method.
Count up and down in a given fraction.
Use visual representations to explore number sequences.
Find missing fractions in a sequence and determine whether the sequence is increasing or decreasing and by how much.

Compare and order fractions whose denominators are all multiples of the same number.
Compare and order fractions less than 1 where the denominators are multiples of the same number.
Compare the fractions by finding a common denominator or a common numerator.
Compare and order fractions greater than 1.
Compare both improper fractions and mixed numbers.

Add and subtract fractions with the same denominator.
Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
Use practical equipment and pictorial representations to add two or more fractions.
Record their answers as an improper fraction when the total is more than 1.
Add fractions more efficiently by using known facts or number bonds to help them.
Add and subtract fractions with the same denominator.
Use bar models to support understanding of adding and subtracting fractions.
Add fractions with different denominators where one denominator is a multiple of the other.
Use pictorial representations to convert the fractions so they have the same denominator.
Add more than 2 fractions where two denominators are a multiple of the other.
Use a bar model to add more than 2 fractions where two denominators are a multiple of the other.
Represent adding fractions using pictorial methods to explore adding two or more proper fractions where the total is greater than 1.
Record their totals as an improper fraction and then convert this to a mixed number.
Add two fractions where one or both are mixed numbers or improper fractions.
Use practical equipment and pictorial representations to subtract fractions with the same denominator.
Subtract fractions from a whole amount.
Understand how many equal parts are equivalent to a whole.
Subtract fractions with different denominators for the first time, where one denominator is a multiple of the other.
Subtract fractions where one denominator is a multiple of the other to subtract proper fractions from mixed numbers.
Subtract two fractions where one is a mixed number and you need to break one of the wholes up.
Use the method of flexible partitioning to create a new mixed number.
Use different strategies to subtract two mixed numbers.
Partition mixed numbers into wholes and parts.
Convert to improper fractions when an exchange is involved.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
Link multiplying fractions to repeated addition.
Understand that the denominator remains the same, whilst the numerator is multiplied by the integer.
Multiply a non-unit fraction by a whole number.
Discuss which method will be the most efficient depending on the questions asked.
Review the concept of commutativity by showing examples of the fraction first and the integer first in the multiplication.
Multiply a mixed number by a whole number.
Use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying.

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.
Solve problems involving number up to 3 decimal places
Find non-unit fractions of a quantity.
Link bar modelling to the abstract method.
Solve more complex problems for fractions of a quantity.
Use practical equipment and pictorial representations to help them see the relationships between the fraction and the whole.
Find unit and non-unit fractions of amounts, quantities and measures.
Link their understanding of fractions of amounts and multiplying fractions to use fractions as operators.
Use their knowledge of commutativity to help them understand that you can change the order of multiplication without changing the product.

Recognise and write decimal equivalents of any number of tenths or hundredths.
Recognise tenths and hundredths using a hundred square.
Understand that ten hundredths are equivalent to one tenth.
Use a part-whole model to partition a fraction into tenths and hundredths.
Use the hundred square and Base 10, children can recognise the relationship between 1/10 and 0.1
Write tenths as decimals and as fractions.
Write any number of tenths as a decimal and represent them using concrete and pictorial representations.
Understand that a tenth is a part of a whole split into 10 equal parts.
Read and represent tenths on a place value grid. (staying within one whole).
Use concrete representations to make tenths on a place value grid and write the number they have made as a decimal. (incl decimals >1)
Read and represent tenths on a number line.
Link the number line to measurement, looking at measuring in centimetres and millimetres.
Use number lines to explore relative scale.
Recognise that hundredths arise from dividing one whole into one hundred equal parts.
Understand that one tenth is ten hundredths.
Count in hundredths and represent tenths and hundredths on a place value grid and a number line.
Recognise the relationship between 1/100 and 0.01.
Write hundredths as decimals and as fractions.
Write any number of hundredths as a decimal and represent the decimals using concrete and pictorial representations.
Understand that a hundredth is a part of a whole split into 100 equal parts.
Read and represent hundredths on a place value grid.
Use concrete representations to make numbers with tenths and hundredths on a place value grid and write the number they have made as a decimal.
Use place value counters and a place value grid to make numbers with up to two decimal places.
Read and write numbers with decimals and understand the value of each digit.
Show their understanding of place value by partitioning numbers with decimals in different ways.

Recognise and write decimal equivalents to 1/4 , 1/2 , ¾
Read and write decimal numbers as fractions
Write 1/2, 1/4 and 3/4 as decimals.
Use concrete and pictorial representations to support the conversion.
Write fractions as hundredths and then write the fractions as halves or quarters.
Use place value counters and a place value grid to make numbers with up to two decimal places.
Read and write decimal numbers and understand the value of each digit.
Show their understanding of place value by partitioning decimal numbers in different ways.
Convert a fraction into a decimal.
Convert more complex decimals numbers (e.g. 0.96, 0.03, 0.27) and numbers greater than 1 (e.g. 1.2, 2.7, 4.01).
Represent numbers as fractions and as decimals.
Record the number in multiple representations, including expanded form and in words.

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
Understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller.
Use counters on a place value chart to see how the digits move when dividing by 10.
Make links between the understanding of dividing by 10 and this more efficient method.
Use a place value chart to see how 2 digit-numbers move when dividing by 10.
Use counters to represent the digits before using actual digits within the place value chart.
Understand when dividing by 100 the number is being split into 100 equal parts and is 100 times smaller.
Use counters on a place value chart to see how the digits move when dividing by 100.
Make links between the understanding of dividing by 100 and this more efficient method.
Make a whole from any number of tenths and hundredths.

Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
Understand that 'per cent' relates to 'number of parts per hundred'.
Use different representations which show different parts of a hundred.
Use 'number of parts per hundred' alongside the % symbol.
Represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths.
Recognise percentages, decimals and fractions are different ways of expressing proportions.
Recognise simple equivalent fractions and represent them as decimals and percentages.
Recognise equivalent fractions of consider denominators of a multiple of 10 or 25 and represent them as decimals and percentages.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
Recognise that thousandths arise from dividing one whole into one thousand equal parts.
Understand that one hundredth is ten thousandths.
Count in thousandths and represent tenths, hundredths and thousandths on a place value grid and a number line.
Recognise the relationship between 1/1000 and 0.001.
Understand the relationships between tenths, hundredths and thousandths, using decimal and mixed number equivalences.
Represent decimals in different ways and also explore deeper connections such as 100/1000 is the same as 1/10.
Multiply numbers with decimals by 10, 100 and 1,000.
Divide numbers with decimals by 10, 100 and 1,000.
Add decimals within one whole.
Subtract decimals using a variety of different methods.
Find the complements which sum to make 1.
Understand the links with number bonds to 10, 100 and 1000.

Solve simple measure and money problems involving fractions and decimals to two decimal places.
Solve problems involving number up to three decimal places

B	Science	
SPRING: VIKINGS	**Programme of Study**	
	Forces and Magnets: Y3 Physics Compare how things move on different surfaces. • Recognise that things move differently on different surfaces. • Recognise that different things move differently on the same surface. • Associate the properties of an object with the way it moves on a surface. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Name some examples of forces. • Recognise that most forces need contact between two objects. • Recognise that magnetic forces can act at a distance. • Begin to discuss forces involving different states of matter. Observe how magnetics attract or repel each other and attract some materials and not others. • Recognise that magnets can attract or repel each other. • Recognise that some materials are magnetic. • Recognise that magnetic forces interact differently with a material depending on the distance between the material and the magnet. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Can identify every day materials as being magnetic or not through investigation. • Recognise that all magnetic objects are metal. Describe magnets as having two poles. • Understand that magnets have two poles. • Describe the magnetic poles as N and S. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Recognise that magnets will not always attract and that sometimes they can repel each other. Recognise that the attraction or repulsion of two magnets is dependent on which poles are facing. Understand that the opposite sides of two magnets e.g. N-S will attract. Understand that magnetic forces can be used by humans in different ways e.g. fridge magnet.	**Forces (Yr5 - Physics)** Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. - Explain how significantly large object exert a significant gravitational force - Explain how gravity pulls objects towards the Earth - Discuss how all objects (with the absence of drag) will fall at the same speed Identify the effects of air resistance, water resistance and friction that act between moving surfaces. - Recall that a moved object will experience friction from particles - Discuss how different materials experience different amounts of friction - Explain how an opposing force will slow a moving object down - Recall that Newton created laws to explain motion - Discuss how the balance of forces will result in an object moving in a particular direction - Discuss Newton's laws of motion Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. - Recall that forces act on all objects - Recognise that some mechanisms allow a smaller force to have a greater effect - Explain the implication of this
	Key Vocabulary: surface, force, magnetic, states of matter, interact, attract, repel, poles north/south, repulsion, dependent, properties	**Key Vocabulary:** Weight, Mass, Resistance, Gears, Pulleys, Levers, Gravity, Push/pull, Opposing -Mechanical advantage

Working Scientifically

Investigation:		Plan - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	Do - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Record - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	Review - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
Forces & magnets: friction	Fair Test	**Predicting:** Begin to use scientific knowledge to predict the outcome of an investigation. **Investigation Type:** Plan a fair test with support. **Investigation Type:** Understand that we change and measure variables in a fair test. **Investigation Type:** Understand that the variables that we do not change need to be controlled in a fair test.	**Using Equipment:** Use scientific equipment to accurately take measurements.	**Presenting:** Record findings using tables and bar charts.	
Gravity	Fair Test	**Predicting:** Use a range of scientific knowledge to predict the outcome of an investigation. **Investigation Type:** Understand what is meant by a "fair test" **Investigation Type:** Plan a fair test (including understanding variables)	**Observing:** Take meaningful and relevant notes when carrying out an investigation **Using Equipment:** Take measurements precisely and accurately using a range of scientific equipment	**Presenting:** Record and present data using bar graphs. **Presenting:** Find the mean of repeated data and understand the advantage of doing this **Discussing:** Select the correct types of graphs depending on the data	**Patterns:** Understand some relationships are causal (and others are not) **Concluding:** Present conclusions based on findings from an investigation (including considering whether relationships are causal) **Reporting:** Report findings using a formal written report. **Evidence:** Justify conclusions using a range of findings and link this to proven scientific theory **Evaluating:** Discuss the validity of an investigation

B

SPRING: VIKINGS

History: The Vikings in England and Iceland

Key Lines of Historical Enquiry: The Vikings: ruthless killers or peaceful settlers?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place the Viking invasion of Britain (793) and settlement of Iceland (874) on a timeline. • Order the key events of the Viking and Anglo-Saxon struggle: • Lindisfarne invaded by Vikings 793 • Danelaw Pact 886 • Danelaw invaded and Kingdom of England formed 937 • Second set of Viking invasions • Cnut the Great becomes King of England, Denmark and Norway 1028 • King Harold (Godwinson) defeats Norwegian King (Harald Hardrada) in Battle of Stamford Bridge 1066 • William the Conqueror defeats King Harold in the battle of Hastings signalling the end of Anglo-Saxon Britain. 1066 • Describe the chronology of the Vikings beyond Britain.	• Recall that the Vikings were seafaring Norsemen from Scandinavia. • Explain why the Vikings left Scandinavia. • Summarise the societal organisation of Anglo Saxon Britain. • Recall that Vikings first attacked Britain in 787 AD, but didn't start to invade and settle in the British Isles until 793. • Summarise the different trades in Viking society. • Describe the features of typical Viking life in Britain. • Investigate why the Viking longboats were so important. • Describe the features of typical Viking life in Iceland.	**Similarities and Difference:** • Compare/contrast the Viking migration to Britain and Iceland. **Continuity and Change** • Explain what is meant in history by continuity and change. • Recognise how the kingdoms of Britain changed during the Anglo-Saxon period eventually shaping modern Britain and the United Kingdoms • Ask historically-valid questions • Create own structured, written narrative around the Key Enquiry	• Recall that the Viking and Anglo-Saxon struggle occurred during the "Dark Ages" • Appreciate why the Dark Ages was a period of time where little written evidence is available (Anglo-Saxon chronicles / Treaty of Alfred the Great and Guthrum (13th Century copy) • Conjecture that a lack of evidence means the historical reliability is more questionable and there are more contradictions • Explain how archaeological evidence is significant for our understanding of this period of time • Summarise how archaeological evidence is discovered and interpreted	• Settlement, migration, invasion, raid Kingdom, realm, rule • Trade, Agriculture • Danelaw

Geography: Earthquakes and Volcanoes

Key Lines of Geographical Enquiry: Which is more devastating for Iceland: Earthquakes or Volcanoes?

Locational Knowledge:	Physical Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**
• Name and locate Europe, Iceland and Reykjavik. • Name and locate the Atlantic Ocean, Arctic Circle, Greenland, UK, • Identify the position and significance of the latitudes and longitudes relevant to Iceland. • Identify and locate the Equator, Southern and Northern Hemispheres, Tropics of Cancer and Capricorn. • Identify the position and significance of which time zone Iceland is in.	• Understand that a volcano is a mountain. • Describe and understand how volcanoes are formed. • Locate and name some famous volcanoes eg Vesuvius, Mount Fuji, Fagradalsfjall, Mount Etna, Mount St Helens. • Describe and understand key aspects of earthquakes. • Understand what causes an earthquake. • Identify where earthquakes happen and understand why. • Describe the aftermath on both the landscape and people.	• Use maps, atlases, globes and digital/computer mapping to locate Europe, Iceland, Atlantic Ocean, Arctic Circle, Greenland, Vesuvius, Mount Fuji, Fagradalsfjall, Mount Etna, Mount St Helens.

B	Art & Design	Design & Technology
SPRING: VIKINGS	**Storytelling through Drawing: A Viking Story** • Study Laura Carlin's art in the "World of Your Own" story. • Explain how we can create stories through drawings. • Sequence simple drawings to create a story. • Design own simple Viking storyline using sketchbook. • Annotate sketches with notes. • Select small, bitesize elements of the bigger picture to draw own version. • Experiment drawing Viking characters/items using different mark making tools. • Plan and illustrate a simple version of the Viking landing at Lindisfarne. • Use colour effectively to create atmosphere. • Sequence drawings to help viewers respond to the story. • Use line, shape, colour and composition to develop evocative and characterful imagery. • Explain how they created sequenced drawings to share the story of the Vikings arrival in Britain. • Create a gallery of the illustrated stories. • Ask questions about process, technique, idea or outcome. • Recall that Laura Carlin is a British illustrator. • Describe how an illustrator can tell a story though pictures. • Explain how an illustrator can create atmosphere through art. • Study the work of a range of book illustrators.	**Structures: Can your group design and make a dry, safe shelter?** • Use research to develop design criteria to build a large scale outdoors shelter. • Generate a plan and design based on research and ideas that take account of the users' views and the intended purpose. • Link discussions about ideas, plans and designs to the investigation, disassembly and evaluation of a range of products describing in detail their parts and their function. • Select from and use a wide range of materials and components according to both functional and aesthetic qualities. • Select and use tools and equipment to measure, mark out and shape materials and components accurately. • Use a G clamp effectively. Join and combine materials and components in permanent and temporary ways. • Use a hack saw and bench hook safely. • Investigate and use analysis of outdoor shelters to inform own work. • Identify from a range the key features and functions needed to create an effective and efficient outdoor shelter. • Give reasons, supported by factual evidence for the success of aspects of a product. • Make rectangular frames of different sizes using twigs/branches, reinforcing with cross braces. • Use a range of materials to make joints. • Reinforce and strengthen 3D framework using the concept of 'triangulation'. • Explain in detail why some structures fail.
	Modern Foreign Languages	**Computing**
	Les Petites Glaces / Quelle est la date aujourd'hui? • To recognise, remember and say up to ten ice-cream flavours. • Ask for an ice-cream using 'je voudrais' plus an ice-cream flavour. • Use the conjuction 'et' (and) when asking for more than one flavour. • Ask for a cone or/and a small tub when ordering an ice-cream. • Say if I would like one, two or three scoops of a particular flavour. • Say 'hello', 'please' and 'thank you'. • Recognise, read, say and spell the twelve months of the year. • Ask what the date is. • Say the date. • Ask the question "When is your birthday?" • Say when your birthday is. • Learn some key dates from the French calendar.	**CREATING MEDIA*: Photo Editing*** INFORMATION TECHNOLOGY: • Explain that digital images can be changed. • Change the composition of an image. • Describe how images can be changed for different uses. • Make good choices when selecting different tools. • Recognise that not all images are real. • Evaluate how changes can improve an image **CREATING MEDIA*: Vector Drawing*** INFORMATION TECHNOLOGY: • Identify that drawing tools can be used to produce different outcomes. • Create a vector drawing by combining shapes. • Use tools to achieve a desired effect. • Recognise that vector drawings consist of layers. • Group objects to make them easier to work with. • Evaluate my vector drawing.

B	Music	RHSE
SPRING: VIKINGS	**Composing & Chords : 90s Singer/Songwriter: Bjork** **Listening & Musical Appreciation:** • Identify the musical style the music/song. • Explain the role of a main theme in a musical structure. • Explain what a musical introduction is and its purpose. • Recall that Bjork is an Icelandic singer/songwriter with an eclectic musical style incorporating elements of electric, trip hop and punk music. • Recall that the song 'Play Dead' was written in collaboration with Jah Wobble and David Arnold as a soundtrack to a tv drama. • Describe the mood of the music. **Singing:** • Sing a second part in a song. • Self-correct if lost or out of time. • Sing as part of a choir with an understanding that unison/harmony will affect the musical texture. **Performance:** • Listen to and follow musical instructions from a leader. • Play melodies on tuned percussion, melodic instruments or keyboards following staff notation on one stave within the range of an octave. • Rehearse and play a melodic line aurally and visually in various keys with understanding of notation. **Improvisation and Composing:** • Explore improvisation within a major and minor scale. • Experiment with a wider range of dynamics. • Improvise using three or five notes over the backing track of a song. • Use chords to compose music to evoke a specific atmosphere, mood or environment. **Musicianship:** • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, quavers. • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Recognise the tonal centre G major and the G major scale. • Recognise and read simple notation and tonic sol-fa.	**Essential Skills: Aiming High** • Work with a positive approach to new challenges. • Set goals for myself. **Essential Skills: Staying Positive** • Keep trying when something goes wrong and think about what happened. • Keep trying when something goes wrong and help cheer others up. **Health: Mental Well-Being** • Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity. • Know simple self-care techniques. • Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Know where and how to seek support
	Religious Education	
	Ibadah: ***How do festivals and worship show what matters to a Muslim?*** **Make sense of belief:** • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God). **Understand the impact:** • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). **Make connections:** • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	

B	Physical Education			
SPRING: THE VIKINGS	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Football: Running / Striking with a body part • Recall the basic rules and aims (inc corners, goal kicks, throw ins and fouls) • Dribbling with close control using both feet and begin to better change direction whilst dribbling • Pass the ball with more accuracy by judging distance and angle • Receive a ball with control and begin thinking about potential next actions • Strike the ball with more accuracy and power (where necessary) • Tackle opposition by timing kicking ball away • Use the above in combination (e.g. dribble and pass) • Find spaces when playing as part of a team (including losing or keeping a marker) • Intercept balls travelling between opposition **Tag Rugby: Running / Catching / Throwing** • Recall the basic rules and aims (inc. touch, try lines, passing backwards, knock-ons) • Begin to recall more complex rules (e.g. offside, dead ball) • Run with the ball in two hands • Pass the ball with more pace and accuracy (inc longer distance) • Catch a ball whilst running • Run with more pace • Change direction with more ease – including feints and dummies to get around defenders • Find spaces whilst running with the ball • Tag players running at speed • Spread out as part of a team when defending **Dance:** • Improvise to create dance individually or with a partner • Copy more complex body movements • Copy increasingly complex dance sequences with changes in speed direction • Memorise basic dance sequences • Choreograph group and singular routines • Improvise to create dance individually or with a partner • Develop rhythm and spatial awareness • Compare and evaluate routines using appropriate vocabulary • Memorise basic dance sequences • Begin to choreograph group and singular routines	***In the context of all of the sport-specific activities above….*** • Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Begin to communicate tactics clearly with the rest of your team • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in tag rugby, making decision with the aim of either creating or preventing a try) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Begin to recognise that more complicated tactics are only more •	***In the context of all of the sport-specific activities above….*** • Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Begin to recall variation in techniques and begin to adopt a personal preference when executing a skill • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**

Brown Clee C.E. Primary School

SUMMER TERM B:

THE UNITED KINGDOM

B

ENGLISH (Year 4/5)

SUMMER: THE UNITED KINGDOM

Class Text: The Secret Garden by Frances Hodgson Burnett

On-going objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literacy heritage, and retelling some of these orally.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative, poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning

Distinguish between statements of fact and opinion.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Provide reasoned justifications for their views.

Writing Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- identifying the audience for and purpose of the writing,
- noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively.
- building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme to create cohesion.
- in narratives, creating settings, characters, plot and atmosphere.
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency and effect.
- ensuring correct subject and verb agreement when using singular and plural.

Proof-read for spelling and punctuation errors

Narrative Genres

1. Narrative: Legends

Wider range of Expanded Noun Phrases:

- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- using expanded noun phrases to convey complicated information concisely

Relative clauses to expand nouns:

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Verbs – recap with detailed focus on tenses (inc present perfect):

- using the present perfect form of verbs in contrast to the past tense

Clauses - Recap and link together:

- using conjunctions, adverbs and prepositions to express time and cause

Non-Fiction Genres

2. Non-Fiction: Procedural Text: How to prepare a meal menu.

Parenthesis – brackets, dashes and commas:

- using brackets, dashes or commas to indicate parenthesis

Modal verbs and adverbs to suggest degrees of possibility:

- using modal verbs or adverbs to indicate degrees of possibility

Poetry

2. Free Verse: Monologues

Sentences (4) - Recap and link together

- using conjunctions, adverbs and prepositions to express time and cause

Commas to clarify meaning

Plural possessive apostrophe:

- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

indicating possession by using the possessive apostrophe with plural nouns

Handwriting (LKS2)

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting

Spellings

Use further prefixes and suffixes and understand how to add them.

Spell some words with 'silent' letters.

Spell further homophones and distinguish between homophones and other words which are often confused.

Place the possessive apostrophe accurately in words with regular plurals.

Spell words that are often misspelt (English Appendix 1)

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spoken Language

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Maths – Summer Term

NC Y4 Objectives **NC Y5 Objectives** WRM Y4 Objectives WRM Y5 Objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Decimals (incl Y4 Money)		Measurement: Time	Statistics		Geometry: Properties of Shapes			Geometry: Position and Direction	Y4: Consolidation Y5: Converting Units / Volume		
Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence. Understand decimal notation of pounds and pence. Use models, such as the part-whole model, to recognise the total of an amount being partitioned in pounds and pence. Convert between different units of money. Compare numbers with the same number of decimal places up to two decimal places. **Read, write, order and compare numbers with up to three decimal places.** Compare numbers with decimals with up to two decimal places. Order numbers with decimals with up to two decimal places. Order amounts of money represented in the same format. Order amounts of money including mixed pounds and pence and also totals represented in decimal notation. Order and compare numbers with up to three decimal places. Create simple rules for sequencing decimals. Round decimals with one decimal place to the nearest whole number. **Round decimals with two decimal places to the nearest whole number and to one decimal place** Round numbers with 1 decimal place to the nearest whole number. Round amounts of money written in decimal notation to the nearest pound. Estimate the total of two amounts. Estimate with more than two amounts. Round to the nearest whole number and to the nearest tenth. Solve simple measure and money problems involving fractions and decimals to two decimal places. **Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/5 and those fractions with a Denominator of a multiple of 10 or 25** Solve simple problems with money, involving all four operations. Add numbers greater than one with the same number of decimal places. Subtract numbers with the same number of decimal places. Add numbers with different numbers of decimal places. Subtract decimals with different numbers of decimal places. Add and subtract numbers with decimals from whole numbers.		Convert between different units of measure of time. **Solve problems involving converting between units of time** Know the number of minutes in an hour and seconds in a minute. Understand the concept of a year, month, week and day. Convert between different units of time. Convert between different units of time including years, months, weeks, days, hours, minutes and seconds. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Convert between analogue and digital times using a format up to 12 hours. Use a.m. and p.m. to distinguish between times in the morning and afternoon. Understand that how many minutes past the hour determines the digital time. Recognise that digital time needs to be written in 4-digit format. Convert between analogue and digital times using a 24 hour clock. **Complete, read and interpret information in tables, including timetables (statistics)** Use timetables to retrieve information. Convert between different units of time in order to solve problems using the timetables.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Use bar charts, pictograms and tables to interpret and present discrete data. Decide which scale will be the most appropriate when drawing their own bar charts. Gather their own data using tally charts and then present the information in a bar chart Ask questions a bout the collected data. Use their knowledge of scales to read a time line graph accurately. Create their own line graphs to represent continuous data. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Solve comparison, sum and difference problems using information presented in a line graph.** Solve comparison, sum and difference problems using discrete data with a range of scales. Use addition and subtraction to answer questions accurately. Ask their own questions about the data in pictograms, bar charts and tables. Solve comparison, sum and difference problems using continuous data with a range of scales. Read and interpret line graphs. Make links back to using number lines when reading the horizontal and vertical axes. Draw vertical and horizontal lines to read the points accurately. Use their knowledge of scales and coordinates to represent data in a line graph. (science) Use line graphs to solve problems. Solve comparison, sum and difference problems. **Complete, read and interpret information in tables.** Read tables to extract information and answer questions. Generate their own questions about information in a table. Read a range of two-way tables. Answer questions by interpreting the information in the two-way tables. Complete two-way tables, using their addition and subtraction skills. Create their own questions about the two-way tables.			Identify acute and obtuse angles and compare and order angles up to two right angles by size. **Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.** Use an angle tester to check whether angles are larger or smaller than a right angle. Know that an acute angle is more than 0 degrees and less than 90 degrees. Know that a right angle is exactly 90 degrees. Know an obtuse angle is more than 90 degrees but less than 180 degrees. Compare and order angles in ascending and descending order. use an angle tester to continue to help them to decide if angles are acute or obtuse. Identify and order angles in different representations including in shapes and on a grid. Deduce angles such as 45 degrees, 135 degrees and 270 degrees. Define angles in terms of degrees and as fractions of a full turn. **Identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o** Recognise a full turn as 360 degrees. Recognise a half-turn as 180 degrees. Recognise a quarter-turn (or right angle) as 90 degrees. Recognise two right angles are equivalent to a straight line, or a straight line is a half of a turn. Connect their knowledge of right angles, straight lines and compass points. **Draw given angles, and measure them in degrees (o)** Measure angles less than 90˚, acute angles, using a protractor. Estimate the size of acute angles. Estimate the size of obtuse angles. Understand how to use both the inside and outside scales of the protractor. Draw lines correct to the nearest millimetre. Use a protractor to draw angles of a given size. **Use the properties of rectangles to deduce related facts and find missing lengths and angles.** Calculate missing angles on straight lines. Use the square grids to reason about length and angles. Understand parallel and perpendicular lines and right angles in relation to squares and rectangles. **Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.** Classify triangles using the names 'isosceles', 'scalene' and 'equilateral'. Use rulers to measure the sides of a triangle in order to classify them correctly. Compare the similarities and differences between triangles. Identify, sort and draw triangles. Name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium. Describe their properties of a square, rectangle, rhombus, parallelogram and trapezium. Identify the similarities and differences between different quadrilaterals. Draw quadrilaterals accurately using knowledge of their properties. Distinguish between regular and irregular polygons. Calculate the sizes of missing angles and sides of polygons. Identify lines of symmetry in 2-D shapes presented in different orientations. Find and identify lines of symmetry within 2-D shapes. Complete a simple symmetric figure with respect to a specific line of symmetry. Use their knowledge of symmetry to complete 2-D shapes and patterns. Use squared paper, mirrors or tracing paper to help them accurately complete figures. **Identify 3-D shapes, including cubes and other cuboids, from 2-D representations** Identify 3-D shapes, including cubes and cuboids, from their 2-D nets. Use the language associated with the properties of 3-D shapes, for example, faces, curved surfaces, vertices, edges etc. Identify properties of 3-D shapes from 2-D projections, including plans and elevations.	Describe positions on a 2-D grid as coordinates in the first quadrant. Describe positions in the first quadrant. Read, write and use pairs of coordinates. Plot specified points and draw sides to complete a given polygon. Plot given points on a 2-D grid. **Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.** Understand that the origin is (0, 0). Read coordinates. Understand that the first number represents the x-coordinate and the second number represents the y-coordinate. Describe movements between positions as translations of a given unit to the left/right and up/down. **Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.** Move shapes and points on a coordinate grid following specific directions using language such as: left/right and up/down. Describe the movement of shapes and points on a coordinate grid using specific language such as: left/right and up/down. Translate shapes on a grid. Translate coordinates. Describe translations of coordinates. Reflect objects using lines that are parallel to the axes. Use the language object (name of shape before reflection) and image (name of shape after reflection). Understand what happens to points when they are reflected in lines parallel to the axes.	**Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).** Multiply and divide by 1,000 to convert between kilometres and metres. Apply their understanding of adding and subtracting with four-digit numbers to find two lengths that add up to a whole number of kilometres. Find fractions of kilometres. Understand that 'kilo' means a thousand. Convert from metres to kilometres (km), grams to kilograms (kg) and vice versa. Understand that milli- means 1/1,000 Convert from metres to millimetres (mm), litres to millilitres (ml) and vice versa. Convert between different units of length and choose the appropriate unit for measurement. Know that that they need to divide by different multiples of 10 to convert between the different measurements. **Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.** Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds (lbs) and pints. **Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].** Understand that volume is the amount of solid space something takes up. Understand how volume differs from capacity. Compare and order different solids that are made of cubes. Estimate volume and capacity of different solids and objects. Choose the most suitable unit of measure for different objects. Understand that volume is the amount of solid space taken up by an object, whereas capacity is the amount a container can hold. Estimate capacity. Understand that containers can be different shapes but still hold the same capacity. Understand that we often use the word capacity when referring to liquid, rather than volume.	

B	Science					
SUMMER: THE UNITED KINGDOM	**Programme of Study**					
	Living things and their habitats: (Y4 Biology) Recognise that living things can be grouped in a variety of ways. - Recognise that living things are varied. - Give examples of different groups of living things. - Recognise that living things can be grouped in different ways. - Recognise that the characteristics of closely related living things are more likely to be similar. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Recognise that living things can be grouped in a variety of ways. - Use classification keys to identify and name a variety of living things. - Use classification keys to group a variety of living things. - Create their own basic classification key. Recognise that environments can change and that this can sometimes pose dangers to living things. - Identify some basic features of an environment. - Recognise that these features can change. - Understand that changes in an environment can sometimes pose danger to living things. - Begin to discuss extinctions of living things.		**Living things and their habitats (Yr 5 Biology)** Describe the life processes of reproduction in some plants and animals. - Recall that reproduction is a process which produces new individuals - Recall that individuals produced from (sexual) reproduction produces offspring of a combination of both parents - Describe the process of reproduction in plants - Discuss asexual reproduction and its implications Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Recall the fundamental stages of a life cycle (Birth/hatching, growth, reproduction, death) - Describe similarities within the life cycle of some mammalian classes		**Living things and their habitats (Yr 6 Biology)** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - Group organisms into kingdoms (e.g. animals, plants, fungi and bacteria) - Group animals into vertebrates and invertebrates - Group vertebrates into classes (e.g. mammals, birds, fish, amphibians and reptiles) - Group invertebrates (e.g. insects, arachnids, molluscs, crustacean) Give reasons for classifying plants and animals based on specific characteristics - Explain the characteristics that organisms are grouped by - Create own organism and place them into a classifiable group
	Key Vocabulary: characteristics, related, classification keys, environment, features, extinction, (A)sexual reproduction, Mammal/amphibian/insect/bird/fish, Kingdoms, Vertebrates, Invertebrates, Characteristics, Offspring, Combination, Organism					
	Working Scientifically					
	Investig'n:		**Plan** - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	**Do** - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	**Record** - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	**Review** - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
	Classifying living organisms	**Grouping and classifying**	**Investigation Type:** Plan an investigation involving grouping and classifying	**Observing:** Make and discuss systematic and careful observations (grouping and classifying). **Using Equipment:** Use a range of (non-measuring) scientific equipment to carry out an investigation.	**Presenting:** Record and present data using classification keys.	**Further Questioning:** Use outcomes from an investigation to plan additional investigations. **Evaluating:** Explain where an investigation could be improved
	Life Cycles	**Changes over time**	**Investigation Type:** Plan an investigation involving changes over time with support.	**Observing:** Begin to make systematic and careful observations (changes over time).		**Concluding:** Using summary of data to draw conclusions about an investigation (What does this investigation show?). **Further Questioning:** Raise further questions based on conclusions. **Evidence** Justify conclusions by using scientific evidence/findings.

B

History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Migration

Key Lines of Historical Enquiry: How has migration shaped modern day Britain?

SUMMER: THE UNITED KINGDOM

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** • **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place key migration events up to 1066 on a British timeline: ○ Beaker People 2000-800BC (Bronze Age) ○ Romans 49AD – 410AD ○ Anglo Saxons and Scots 410AD – 793AD ○ Vikings 793AD – 1066AD ○ Normans: 1066AD • Place key events in British history beyond 1066 where migration was significant: ○ Huguenots: 16th and 17th Century ○ Slave Trade: 17th and 18th Century ○ Irish Famine: 1845AD ○ WW2: 1939 – 45	• Explain what is meant by migration. • Describe some of the 'push' factors that can result in migration. • Describe some of the 'pull' factors that can result in migration. • Describe the settlements and lifestyles of Early Britons from Stone Age to Iron Age. • Explain why the Romans, Saxons and Vikings invaded England. • Investigate the impact of these invasions on Britain. • Identify some of the key causes of migration to Britain post 1066. • Investigate the impact of migration on British day-to-day life, culture and beliefs eg roads, diet, religion, music.	**Similarities and Difference:** Compare the causes of migration over time to find areas of similarity and difference. **Continuity and Change** Make connections and recognise how migration has influenced modern Britain. • Ask historically-valid questions • Create own structured, written narrative around the Key Enquiry	• Identify sources of first hand evidence for Stone/Bronze/Iron Age: archaeological remains, monuments, artefacts, hill forts. • Identify sources of second hand evidence for Stone/Bronze/Iron Age: books, internet, historical reports. • Draw inferences from a wide range of source materials. • Ask valid historical questions to investigate the impact of migration.	• Settlement, migration, Push factor, Pull factor • Persecution, war famine, refuge. • Agriculture/land, trade, employment • Culture, belief.

Geography: Settlements and Land Use

Key Lines of Geographical Enquiry: Are cities important?

Locational Knowledge:	Place Knowledge:	Human Geography:	Geographical Skills:	Fieldwork:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.**	**Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight points of a compass, four and six-figure grid references, symbols and key** • **(including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
• Name and locate: Europe, UK, Wales, Scotland, England, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Ireland. • Identify and locate: North Sea, Irish Sea, English Channel, Atlantic Ocean, UK regions, UK Counties and main cities. • Identify and locate the different geographic features eg mountains, rivers, lakes. • Identify the latitudes and longitudes relevant to the UK. • Identify which time zone the UK is in.	• Describe and understand key aspects of the physical geography of the UK: mountains, hills, rivers, plains, fields, lakes, forests, valley. • Describe and understand key aspects of the human geography of Shropshire: settlement, town, hamlet village, farm, agriculture, tourism, mining, railway, manufacturing, factory, forestry, fishing.	• Explain what is meant by a settlement. • Identify and name the different types of settlement in the UK, and locate some cities: London, Edinburgh, Belfast, Cardiff, Manchester, Liverpool, Southampton, Liverpool, York, Bristol, Nottingham, Lincoln, Glasgow, Plymouth, Newcastle, Norwich. • Identify and describe any settlement patterns eg linear, dispersed or nucleated. • Identify and name the different type of land uses: built up, non-built up, agriculture, housing, industry, shopping, tourism.	• Use maps, atlases, globes and digital/computer mapping to locate Europe, the UK, UK counties, UK cities.	• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg Land Use

B	Art & Design	Design & Technology
SUMMER: THE UNITED KINGDOM	**3D Modelling – Natural Resources:** • Explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure • Explore expressing their personality through drawing. • Recall that artists can learn from the world around them. • Explain that artists take creative risks through manipulating and representing the materials of the world. • Recall that Natural Art is composed of natural materials from the Earth such as plants, rocks, soil and sand, or that interact with these elements. • Explain why Natural Artists often use photographic documentation to share their work. • Investigate what natural materials are available locally. • Design and create their own natural artwork using resources they collect themselves. • Use a range of materials, tools and ideas to explore line, shape, form, balance and structure. • Explain their inspiration for their land art. • Explain that making art can be hard but that doesn't mean we aren't doing it right; it just means we are doing it. • Describe how the environment might change the art and vice versa. • Recall that Andy Goldsworthy is a famous British land artist. • Describe the differences between temporary and permanent natural art. • Investigate some of Andy Goldsworthy's art to establish how he uses natural resources in different ways. • Share examples of where Andy got his inspiration.	**Food & Nutrition: Can you create a meal that has travelled the shortest distance?** • Investigate and research when and where different foods are grown, reared, sourced or processed. • Generate and design a popular menu for a meal that has travelled the least distance. • Explain why seasonality and source are important factors in creating meals. • Support discussions about ideas, plans and designs with relevant information. • Select from and use a wide range of ingredients according to both functional and aesthetic qualities. • Select and use tools and equipment to measure, mark out and shape materials and components accurately. • Produce a well-presented meal that fulfils the functional and aesthetic design criteria. • Follow procedures for safety and hygiene. • Investigate and research different recipes and menus that use seasonal and local produce. • Give reasons, supported by factual evidence for the success of their meal. • Evaluate ideas and products against own design criteria, taking into account the views of others. • Use a range of different cooking techniques to create a meal consisting of two courses. • Use a range of different cooking utensils safely. • Measure and weigh using standard units and scales. • Understand the ways in which specific food groups apply to the principles of a health and varied diet. • Give reasons for the way in which food processing can affect the taste, appearance, texture and colour of food. • Identify what needs to be done in order to work safely and hygienically when working on a range of tasks.
	Modern Foreign Languages	**Computing**
	Boucle D'Or et les trois ours / Moi dans le monde • Listen attentively to the familiar fairy tale of Goldilocks and the Three Bears. • Increase my memory potential in French by using picture cards, word cards and phrase cards based on the story told in French. • Increase my thinking and reasoning skills in French and learn strategies to use in the future for memorising new words and phrases in French. • Learn and retain new vocabulary using phrase cards of the story. • Re-tell the familiar fairy tale in French orally and in written form, using a story board/mini book. • Say and spell at least four Francophone countries. • Say some capital cities. • Find four countries on a world map. • Tell you one place of interest in Paris and one in Port-au-Prince. • Tell you what I am going to do to help protect our planet. • Recall the 1st person conjugation of the verb aller with the infinitive utiliser for the near future.	***PROGRAMMING: Selection in Physical Computing*** **COMPUTER SCIENCE:** • Control a simple circuit connected to a computer. • Write a program that includes count-controlled loops. • Explain that a loop can stop when a condition is met, eg number of times. • Conclude that a loop can be used to repeatedly check whether a condition has been met. • Design a physical project that includes selection. • Create a controllable system that includes selection. ***PROGRAMMING: Selection in Quizzes:*** **COMPUTER SCIENCE:** • Explain how selection is used in computer programs. • Relate that a conditional statement connects a condition to an outcome. • Explain how selection directs the flow of a program. • Design a program which uses selection. • Create a program which uses selection. • Evaluate my program.

B	Music	RHSE
SUMMER: THE UNITED KINGDOM	**Enjoying Musical Styles : English Music through the Ages** **Listening & Musical Appreciation:** • Explain that texture refers to the layers of sound you hear in a piece of music. • Identify the musical style of a song or piece of music. • Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. • Identify instruments by ear and through a range of media. • Talk about feelings created by the music. • Justify a personal opinion with reference to musical elements. **Singing:** • Rehearse and learn songs from memory and/or with notation. • Sing on pitch and in time. • Sing in unison and parts, and as part of a smaller group. • Develop confidence as a soloist. • Respond to a leader or conductor. **Performance:** • Play melodies on the recorder following staff notation written on one stave and using notes within the middle C–C'/do–do range. • Perform this melody as part of a wider ensemble or small group, or individually as a soloist. • Play securely with good levels of accuracy (recorder). **Improvisation and Composing:** • Use full scales in different keys. • Create music with 'phrases' made up of notes, rather than simply lots of notes played one after the other. • Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). • Create a melody in keeping with the style of the backing track.. **Musicianship:** • Recognise the tonal centre C major and the C major scale. • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	**Essential Skills: Leadership** • Manage time and share resources to support completing tasks. • Manage group discussions to reach shared decisions. **Essential Skills: Creativity** • Generate ideas to improve something. • Generate ides by combining different concepts. **Health: First Aid** • Know how to make a clear and efficient call to emergency services if necessary. • Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.
	R.E	
	Tawhid/Iman/Ibadah: *What does it mean to be a Muslim in Britain today?* **Make sense of belief:** • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet). **Understand the impact:** • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). • Give evidence and examples to show how Muslims put their beliefs into practice in different ways. **Make connections:** • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Shropshire today. • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	

B	Physical Education			
SUMMER: THE UNITED KINGDOM	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	DodgeballL: Running / Throwing / Catching • Recall the basic rules and aims (head hits, catching, no bouncing, middle line) • Face opposition as much as possible whilst playing • Throwing the ball with a mixture of over and under-armed throws at speed • Begin catching slow/higher throws • Develop reaction time and agility to dodge balls in a variety of different ways **Athletics: Running / Throwing / Jumping** • Run short and long distances, demonstrating appropriate technique, and pacing for each • Jump for height and distance, demonstrating appropriate developing technique for each • Using running and jumping in combination (e.g. using timing and striding for hurdles) • Further develop throwing technique, including using appropriate technique for javelin and discus • Take part in circular relays • Begin to use an appropriate technique for baton changeover ***See P.E. Curriculum Overview for more specific information on fundamental movement skills.*** **Cricket & Rounders: Catching / Throwing / Striking with an object** • Recall the basic rules and aims (inc throwing ball being quicker than running with it) and begin to use these to gain a tactical advantage • Hold a bat in the correct way • Strike a ball moving towards receiver • Remain focussed and communicate when fielding • Catch and throw a ball accurately • Begin to make decisions about whether to run or not, clearly communicate this with teammates **O.O.A** • Take on a number of different roles within group activities and further develop teamwork within these situations • Confidently take part in group activities involving trust (e.g. spotting) • Further develop confidence at completing activities at height • Further develop confidence at completing activities involving water • Further develop basic climbing skills – e.g. foot and hand placements, forward planning • Further develop basic orienteering skills – e.g. reading simple maps using reference points	***In the context of all of the sport-specific activities above….*** • Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Begin to communicate tactics clearly with the rest of your team • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in tag rugby, making decision with the aim of either creating or preventing a try) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Begin to recognise that more complicated tactics are only more •	***In the context of all of the sport-specific activities above….*** • Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Begin to recall variation in techniques and begin to adopt a personal preference when executing a skill • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) ○ demonstrate **self-belief** (and team), particularly when things are going wrong ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**