

Curriculum Overview Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme / Christian Value / Focus Question	Dignity – Respect / Kindness	Community – Generosity / Trust	God is Good – Love / Joy	Hope and Forgiveness – Patience / Peace	Wisdom – Truth / Understanding	Taking Flight – Celebrate / Achieve
Reading Spine Focus Text	Who Let the Gods Out (History)  Greek Myths-Marcia Williams COMIC STRIP 	Hidden Figures: Katherine Johnson PATIENCE (Science)  Curiosity PICTURE BOOK 	Harry Potter and the Philosopher's Stone  The Proudest Blue – PSHE/Value Picture book  RESPECT Marcus Rashford – PSHE/Value, extract from RESPECT	The Golden Horsemen of Baghdad (History)  The Soup Movement GENEROSITY 	Flotsam PICTURE BOOK (Geography/Science)  Captain Cook Secret Garden 	Town is by the Sea PICTURE BOOK 
English Writing	Persuade- brochure –visit Greece	To entertain- Descriptive writing- Pandora	To entertain Narrative- Harry Potter (3 weeks)	Recount – HP trip To inform- Informal letter- GHB	To inform- newspaper- coastal erosion	To entertain Narrative- secret world

BELONG BELIEVE ACHIEVE

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RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

	To entertain- Poetry -Space imagery	To inform- Biography based around Katherine Johnson and science/space learning. Poetry- Remembrance	To recount- Diary writing – Aladdin (2 weeks)	To persuade -letter- Soup Movement	To entertain- Descriptive writing- Whitby coast	Writing to Discuss- Bee project – should we be scared of bees?
Maths	Place Value Addition and Subtraction Statistics	Multiplication and Division Perimeter and Area	Multiplication and Division Fractions	Fractions Decimals and percentages	Decimals Properties of Shapes	Position and Direction Volume Converting Units
R.E.	CREATION Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts. Creation and science: conflicting or complementary? GOD Understand why Christians believe God is omnipotent, omniscient and eternal Explore why Christians believe	INCARNATION Understand that Jesus was Jewish. Discuss Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God’s plan to restore the relationship between humans and God. Contrast this belief with the Jewish faith which does not think Jesus is the Messiah Analyse why Christians see Jesus as their Saviour	GOSPEL Analyse how ‘good news’ is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. Explore how Christians believe that they should bring this good news to life in the world	SALVATION <i>Consider why Christians read the ‘big story’ of the Bible, including Gospels and the New Testament</i> <i>Discuss the different ways that Christians interpret Jesus’ death and explore how Christians remember Jesus’ sacrifice through the service of Holy Communion</i> <i>Know that belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now</i>	PEOPLE OF GOD <i>Trace the people of God throughout the Bible: Abraham, Jacob to David</i> <i>Explore stories from the Bible and analyse how Christians today apply these ideas to living today</i> <i>Explore how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.</i>	KINGDOM OF GOD <i>Explore the parables about the Kingdom of God and consider what they mean.</i> <i>Consider why many Christians challenge unjust social structures in their locality and in the world.</i> What kind of king is Jesus? 5.1. What can we learn from great leaders and inspiring examples in today’s world? <u>Worship and Sacred Places</u>

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	<p>God is both holy and loving, angered by sin and injustice but is also forgiving. Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love.</p> <p>Debate about what God is like What does it mean if God is holy and loving?</p> <p><u>Understanding Christianity</u></p> <ul style="list-style-type: none"> · Understand why Christians believe God is omnipotent, omniscient and eternal. · Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love. 	<p>Was Jesus the Messiah?</p> <p>5.4. How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p> <p><u>Understanding Christianity</u></p> <p>Know that Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God’s plan to restore the relationship between humans and God Understand that Jesus was Jewish</p> <p><u>Understanding World Faiths and Beliefs</u></p> <ul style="list-style-type: none"> · Know how Muslim people’s beliefs about God, the world and others have impact on their lives 	<p>What would Jesus do?</p> <p>5.2. What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</p> <p><u>Worship and Sacred Places</u></p> <ul style="list-style-type: none"> · Explore how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world. 	<p><i>and continuing in a new life (Heaven).</i> <i>Explore</i> how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others</p> <p>What did Jesus do to save human beings?</p> <p><u>Understanding Christianity</u></p> <p>Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love.</p> <p><u>Worship and Sacred Places</u></p> <p>Know that belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting</p>	<p>How can following God bring freedom and justice?</p> <p>5.3. How do people’s beliefs about God, the world and others have impact on their lives?</p>	<ul style="list-style-type: none"> · Explore the parables about the Kingdom of God and consider what they mean
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		<ul style="list-style-type: none"> · Know how Hindu people's beliefs about God, the world and others have impact on their lives · Know what the five pillars are · Know that the prophet is named Allah 		<p>now and continuing in a new life (Heaven). Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others</p>		
Human Sciences Learning						
Curriculum Heroes	Katherine Johnson		Marcus Rashford			
Theme Week	Remembrance World War 2 Focus – The Blitz		Earth Study		The Arts Performance	

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<p>History</p>	<p>Recap of Shang Dynasty and Islamic civilizations and chronological understanding</p> <p>Ancient Greece – What influence on society, achievements and legacy did the Ancient Greeks have?</p> <p><u>Chronology (in all units)</u> Know and use the language of chronology to interpret and create proportioned timelines. Know how key events impacted and why the events altered thinking and ways of living. Know and use key vocabulary to describe the passing of time so that they can demonstrate an understanding of duration and interval.</p> <p><u>Change and Continuity</u></p> <p>Know that the Greek’s decision to study philosophy, instead of relying on religion led them to learn about the world. Know how differences between city states in Ancient Greece led to conflict.</p> <p><u>Significance</u> Know the influence on society, achievements and legacy that the Ancient Greeks had. Know and understand what The Blitz was during World war 2.</p>	<p>A non European study: Early Islamic civilisation</p> <p>How was the Islamic Civilisation able to spread so far and so quickly?</p> <p><u>Change and Continuity</u></p> <p>Know positive changes that occurred during Early Islamic Civilizations. Know how trade allowed Early Islam to explore new parts of the world, which led to their success.</p> <p><u>Significance</u> Know the significance of learning about the Early Islamic civilization and the developments within the culture.</p> <p><u>Diversity</u></p> <p>Know that we can learn a great deal from ancient civilizations and that there are similarities and differences in other civilizations. (ongoing) Know what was so special about Baghdad is its golden age. Know why we study the early Islamic civilization within our school.</p>	<p>Significant person –Captain Cook (links to Whitby residential)</p> <p><u>Diversity</u> Know that Captain Cook’s discoveries were sometimes hostile and repressive to indigenous people.</p> <p><u>Significance</u> Know reasons why certain events, people and changes might be seen as more significant than others, including concepts of local, national and global change. (ongoing) Know the significance of the discoveries of Captain Cook</p>
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	<p><u>Cause and Consequence</u> Know 3 influences on society, achievements and legacy that the Ancient Greeks had. Know the causes and consequences of The Blitz during World War two.</p> <p><u>Evidence (in all units)</u></p> <p>Know what is meant by primary sources and show increasing confidence in identifying them Know how to evaluate the usefulness of sources to follow a specified line of enquiry Know that past cultural influences can be seen in architecture and art Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: archaeology, palaeontology, geology, giving two examples of its application in context.</p>	<p><u>Cause and Consequence</u></p> <p>Know how and why the ancient Islamic Civilization was able to spread so far and so quickly. Know that the Islamic Civilization golden age was a period of cultural, economic and scientific flourishing and what caused this to occur in the city of Baghdad.</p>	
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Geography

Big Question: Where in the world is Greece?



Place

- know the** names of at least 4 European countries, including **France, Germany, Spain, Italy, Greece, Poland** and identify them on a map
- **be able to name** three European rivers and locate on a map/globe.
- Know** how Greece **compares and contrasts** to England Whitby/Workop. List similarities and differences to England and previously studied countries.



Physical & Human

- know** the **physical** and **human** features of Greece

Big Question: How can we find information from maps?



Place

- Know and locate Baghdad/Iraq on a map. Use a range of maps to gain place knowledge about this area.



Fieldwork & Mapping

- know and use** a greater range of maps including those showing **climate zones** and those showing population density
- know that** gov.uk provides important advice to British travelers about locations, regarding considerations about their human and physical features (e.g. **laws, hazardous weather/environments, medical** etc)



Physical & Human

- know how** geographers classify deserts (e.g. very low **precipitation**)
- know** features of **desert and other global biomes**, describing climate using terms: **arid, temperate, tropical and polar**

Big Question: How can we protect the coast?



Place

- Be able to locate Whitby on a UK map and identify 3 locational features of the area.



Sustainability

- know about** and compare the UK coastal sustainability management
- Know how we are protecting our coastline– with a core focus on Whitby.
- know pros and cons of renewable energy sources**



Change

- Know how land use has changed in the area of Whitby and be able to explain why.
- know how** canals/rivers were used then and now (commercial versus leisure)
- Know the **human and physical characteristics** of the area of Whitby.



Fieldwork & Mapping

- know how to** draw conclusions from statistics collected through **fieldwork and map work** about a place
- know ways to** present statistics such as a range of charts and graphs



Physical & Human

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				<p>-know the physical and human features of a coastal town (Whitby).</p> <p>-Know at least 3 similarities and differences between Whitby and Worksop, detailing human and physical geography features.</p>	
<p>Science</p>	<p>Y5 – Earth and Space</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • describe the movement of the Moon relative to the Earth. • know that our solar system is around 4.571 billion years old • know which planets are known as the rocky planets (Mercury, Venus, Earth and Mars) and which are known as the gas planets (Jupiter, Saturn, Neptune and Uranus) • describe the Sun, Earth and Moon as approximately spherical bodies and compare their sizes. • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • know that the earth spins on its axis once in a day • know that the moon orbits the earth in almost one month • know that the earth and moon orbit the sun in a year • know that it is daytime on the side of the Earth that faces the Sun and night-time on the side that is facing away • name and identify the key scientists and inventors Galileo Galilei <ul style="list-style-type: none"> • Know how to make predictions with scientific reasons. • Know how to plan and carry out investigations by controlling variables fairly and accurately. • Plan and carry out investigations by controlling variables fairly and accurately. • Vary one factor during an investigation • Know how to use test results to make further predictions and setup further comparative investigations. 	<p>Y5 – Forces</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • identify the effects of air resistance, water resistance and friction, that act between moving surfaces. 	<p>Y5 – Properties and changing materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • demonstrate that dissolving, mixing and changes of state are reversible changes. • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>Y5 – Living things and their habitats</p> <ul style="list-style-type: none"> • • give reasons for classifying plants and animals based on specific characteristics. <p>Wild flower identification– Clover, Forget-me-nots</p> <p>Cultivated flower/plant identification— Rose, Fern, Hosta</p> <p>Bird Identification — Heron, Kingfisher, Pied Wagtail, Wren, Swan</p> <p>Insects/Butterfly identification— Painted Lady, Water Boatman</p> <p>Tree identification— Elder</p> <p>Shrub/hedgerow identification— Rhododendron</p> <p>Shrub/hedgerow identification—</p> <p>Shrub/hedgerow identification—</p> <p>•</p>	<p>Y5 – Animals including humans</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals. <p>describe the changes as humans develop to old age.</p>

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	<ul style="list-style-type: none"> • Present a report of their findings through writing, display or presentation. • Draw explanations and conclusions through their investigation findings. • Use a graph to support the recording of scientific investigations. • Make measurements with a range of scientific equipment with increasing accuracy • Report findings from investigations through written explanations and conclusions. • Use data to evaluate and answer scientific questions. <p>(ongoing)</p>					
<p>Computing</p>	<p><u>5.1 Coding</u></p> <ul style="list-style-type: none"> • know how to create programmes by breaking them down into a series of smaller parts • know how to use conditions in repetition commands • know how to include variables • know how to create programmes that control or simulate physical systems • know how to evaluate and identify errors in own 	<p><u>5.2 Online Safety</u></p> <ul style="list-style-type: none"> • know how to create good rules that keep us safe online • know the ways that people use the internet for bad purposes and how to avoid them. • know how to look after others on social media and turn to help when worried • explain why good sleep and rest are important and be able to limit time spent on phones • understand how to 	<p><u>5.3 Spreadsheets</u></p> <p><u>5.4 Databases</u></p> <ul style="list-style-type: none"> • be able to input data into a spreadsheet and export the data into a variety of ways: charts, bar charts, pie charts • be able to read this information to find out what the data is telling them • know how to create an online Questionnaire and analyse the results • be able to use simple formulae to solve calculations including 	<p><u>5.5 Game Creator</u></p> <p><u>Video Creation</u></p> <ul style="list-style-type: none"> • Use cutaway and Split screen tools in iMovie • Evaluate and improve film with effective video tools • Further improve green screen clips Using crop and resize • Explore more creative ways to use the Green Screen, wearing green clothes 	<p><u>5.7 Concept Maps</u></p> <ul style="list-style-type: none"> • understand how we view web pages on the Internet • search technologies effectively, using two or three different search engines • know that pages are ranked in a search engine and how this is done • understand what HTML is and begin to recognise HTML tags <p><u>Digital Art</u></p>	<p><u>5.8 Word Processing</u></p> <ul style="list-style-type: none"> • know how to add hyperlinks to my documents • know how to import sounds to accompany and enhance text in my presentations • know how to organize and re organise text on a screen to suit a purpose • know how to create an interactive quiz eBook including hyperlinks • collaborate with

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	programming	protect self and others from online bullying	=sum and other statistical functions	and the masking tool	<ul style="list-style-type: none"> • take and manipulate photos confidently, enhancing with crop, brightness, contrast And resize • draw a series of images and export as An animated GIF • explain how images are photoshopped for the media and why This is done 	peers using online Tools such as blogs , Teams or Office 365 <ul style="list-style-type: none"> • create and export an Interactive presentation including a variety of media, animations, transitions and other effects
Foreign Languages	<p>What is the weather like?</p> <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> · understand and recite a simple Spanish song and a simple story · Know how to describe the weather types linked to seasons · Know how to use present tense verbs and infinitive verbs (ongoing) 	<p>What capital cities can I name?</p> <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> · read and write positional and direction words in Spanish <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> Know how to describe where countries are on maps 	<p>How can I travel around the world?</p> <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> Know how to describe where countries are on maps Know how to use nouns for types of transport. <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> · read and write words linked to transport 	What do I like to do on holiday?	Where did I go on holiday?	What do I know about Spain? <p><u>Culture</u></p> <ul style="list-style-type: none"> · learn about a typical day in a real primary school in Spain · know 3 other countries Spanish is spoken around the world · Pronounce the letters of the Spanish alphabet

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	<p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> · read and write words associated with weather linked to the seasons <p><u>Rules (in all units)</u></p> <ul style="list-style-type: none"> · know how to use basic prepositions · know how to use past, present and future phrases 				
	The Arts Learning				
Music	<p>Singing Observing phrasing (where to breathe) Accurate pitching + Appropriate style 3 – part rounds + Partner Songs Songs with verse and chorus Perform in the wider community</p> <p>Danny Boy – Irish High Low Chickalo Row, Row, Row your boat London’s burning Four white horses – Caribbean</p> <ul style="list-style-type: none"> • now how to use musical vocabulary to describe, compare and evaluate music , explaining why they think music is successful or not • know how to suggest improvements to their own or others’ 	<p>Composing</p> <p>Use keyboards to improvise over a drone (long continuous note)</p> <p>Use keyboards to improvise over a simple groove.</p> <p>Compose melodies in C major and A minor then enhance these with chords or percussion.</p> <p>In pairs/groups compose a short ternary piece (A-B-A) (Verse-Chorus-Verse)</p> <p>Use chords to compose a melody to evoke a specific atmosphere, mood or environment</p>	<p>Musicianship (performance)</p> <p>Instrumental Performance – Keyboards.</p> <p>Play melodies across one octave (C-C)</p> <p>Begin to understand triads and use them to accompany songs.</p> <p>Develop the skill of playing by ear.</p> <p>Reading notation – Understand the difference between minims, crotchets, paired quavers and semi-quavers.</p> <p>Understand the difference between 2/4, 3 / 4 and 4/4</p>		

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	<p>work</p> <ul style="list-style-type: none"> • know how to choose the most appropriate tempo for a piece of music • know how to contrast the work of famous composers and show preferences (using all previously studied composers) • know how to identify with the style of work of Schubert And Andrew Lloyd Webber 		<p>(To accompany a silent film or to set the scene in a play or book)</p> <p>Capture + Record these using graphic symbols, rhythm notation + time signatures, staff notation – video.</p>	<ul style="list-style-type: none"> • know how to change sounds or organise them differently to change the effect • know how to make notes to record aspects of the composition process • know how to consider and use tuned and untuned instruments as extra layers to a melody • know how to read and interpret chords in written music • know how to use dynamics, tempo, pitch and rhythm effectively in their composition • know how to play at least five chords on a ukulele • know how to breathe in the correct place when singing 		
<p>Art and Design</p>	<p>Painting -Acrylic Paints Artist study Emotion and mood through colour and technique VINCENT VAN GOGH Artist Study</p> <p><u>Proficiency-Drawing and Painting</u> · Work in a sustained and independent way to create a detailed drawing. · Apply their knowledge to use the most appropriate medium, skills and</p>	<p>Textiles: Batik Embellish work adding stitching, beads, fabrics – recapping embroidery and applique from previous years Space themed</p> <p><u>Proficiency – Printing and Textiles</u> · Know what batik is and design and produce their own batik – consider what kind of fabric they should use. · Apply knowledge of embroidery and applique to make</p>	<p>Printing Islamic Architecture Block printing – make own printing block using craft foam Use contrasting colours ARCHITECT – USTAD AHMAD LAHORI</p> <p><u>Proficiency – Printing and Textiles</u> · Know how to make a printing block by cutting out shapes and sticking them to a flat surface and compare this to the relief printing from Year 4.</p>	<p>Drawing -Diagon Alley Jim Kay-Illustrator Hogwarts Express train Perspective - foreground/ background Proportion, tone, light, shade, shadows and reflections Mood and feeling</p> <p><u>Proficiency-Drawing and Painting</u> · Know how to use proportion and perspective to make things appear in the foreground/ background.</p>	<p>Collage Artist Study DARRELL WAKELAM</p> <p>Group coastal collage</p> <p><u>Proficiency – collage and sculpture</u> · Apply their knowledge of visual and tactile elements of materials, and how these can be combined with other mediums (e.g. pastels, chalks, pencil) to use the most appropriate mediums, skills and techniques for a piece of art.</p>	<p>Sculpture/ 3D Mod-Roc Rock Pools</p> <p><u>Proficiency – collage and sculpture</u> · Investigate Modroc/ papier mache and develop skills in layering to produce robust structures. · Know how skills learnt in relation to ‘relief’ with clay can translate to Modroc/ papier mache to add detail and apply them in their own work. · Apply their knowledge of visual and tactile elements</p>

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	<p>techniques for a piece of art (ONGOING) Apply their knowledge of colour mixing to create the exact colour they want when painting.</p> <ul style="list-style-type: none"> · Investigate acrylic paint and know how to respond to its quick drying qualities. · Know how to use colour for effect/ atmosphere/ mood etc – warm, cold, monochromatic, complimentary, shades etc and explain their choices <p><u>Creativity (IN ALL UNITS)</u></p> <ul style="list-style-type: none"> · Know how to engage in open ended research and exploration to initiate and explore personal ideas. · Know that sketchbooks are 	<p>choices about how to improve their work.</p>	<ul style="list-style-type: none"> · Investigate overlaying different colours when printing. · Apply knowledge to use printer ink, roller and tray independently. 			<p>of materials, and how these can be combined with other mediums (e.g. pastels, chalks, pencil) to use the most appropriate mediums, skills and techniques for a piece of art.</p> <p><u>Evaluation (IN ALL UNITS)</u></p> <ul style="list-style-type: none"> · Know some of the works of Vincent Van Gough, Darrell Wakelam and ‘Islamic Architecture’, and be able to use their work to feed into their own. · Know how to describe, compare and evaluate art work using the correct vocabulary. · Know how to use the most appropriate medium, skills and techniques for a piece of art.
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	<p>used for a variety of purposes including, recording observations, developing ideas, testing materials, planning and recording information.</p> <ul style="list-style-type: none"> · Know that sketchbooks are places to explore personal creativity and as such they should be imperfect and demonstrate inquisitive questions. 					<ul style="list-style-type: none"> · Know how to suggest improvements for their own and others artwork. · Formal Elements covered and specific key vocab: Line. Tone. Shape and Form. Texture. Colour. Pattern. Proportion.
Design Technology	<p>Artificial intelligence – coding</p> <p><u>Design and Develop</u></p> <ul style="list-style-type: none"> · know stronger and weaker structures. · know the difference between beam, arch, truss and suspension bridge. · know the key components used to create a functioning circuit. 	<p>Electronic motors</p> <p><u>Implementation</u></p> <ul style="list-style-type: none"> · know how to make a working circuit. · know how to make mechanisms and/or structures using sliders, pivots and folds to produce movement. 	<p>Pulleys, gears and cams</p>	<p>Food</p> <p><u>Implementation</u></p> <ul style="list-style-type: none"> · know how to adapt a recipe to make it healthier. 	<p>Structures – arched</p> <p><u>Design and Develop</u></p> <ul style="list-style-type: none"> · know stronger and weaker structures. · know the difference between beam, arch, truss and suspension bridge. <p><u>Implementation</u></p> <ul style="list-style-type: none"> · know how to reinforce a structure, 	<p>Structures – framed</p> <p><u>Design and Develop</u></p> <ul style="list-style-type: none"> · know stronger and weaker structures. · know the difference between beam, arch, truss and suspension bridge. <p><u>Implementation</u></p> <ul style="list-style-type: none"> · know how to reinforce a structure,

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	<ul style="list-style-type: none"> · Generate, develop, model and communicate ideas through discussion, annotated sketches and prototypes (ongoing) <p><u>Evaluation (in all units)</u></p> <ul style="list-style-type: none"> · know how to adapt and improve own structures by identifying points of weakness and reinforcing them as necessary · know how to suggest points for improvement for own product and those designed by others · know how to evaluate the work of others and receive feedback on own work. 				<ul style="list-style-type: none"> including using triangles. · know how to use a saw safely. · know how to create a strong beam and different shaped beam bridges: identifying arch and beam bridges. 	<ul style="list-style-type: none"> including using triangles. · know how to use a saw safely. · know how to create a strong beam and different shaped beam bridges: identifying arch and beam bridges.
	Health and Mental Wellbeing Learning					
P.E (Games, dance and gymnastics)	Tag Ruby Netball	Yoga Quicksticks	Basketball Gymnastics	Outdoor Adventurous Activities	Rounders Dance	Multi skills Dance

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			Dance		
PSHE	<p>Safe Relationships – Physical contact and feeling safe Respecting ourselves and others – Responding respectfully, recognising prejudice and discrimination</p> <p>Media literacy and digital resilience – How information online is targeted, different media types, their roles and impact</p> <p><u>Healthy Relationships</u></p> <ul style="list-style-type: none"> · Identify at least 3 qualities that make a healthy friendship and how they make people feel included. · Know how to use strategies to help someone feel included. · Understand about peer influence and how it can make people feel or behave. · Know a variety of strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. · Understand that it is common for friendships to experience challenges and know strategies to resolve dispute and reconcile difference. · Recognise that friendships can change over time and the benefits of having new and different types of friends. 	<p>Belonging to a community – Protecting the environment, compassion towards others- This links with the soup movement in English writing- add PSHE values and objectives too.</p> <p>Money and work – Identifying job interests and aspirations, workplace influences, stereotypes</p> <p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> · The importance of protecting the environment, animals and other living things and how everyday actions can either support or damage it.. · Express their own opinions about their responsibility towards the environment. <p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> · Know different careers available and identify jobs that they might like to do in the future. · Know about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values, ambition · Know the importance of diversity and inclusion to promote people’s career opportunities. · Know about stereotyping in the workplace, its impact and how to challenge it. 	<p>Physical Health and mental wellbeing – Healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies</p> <p>Growing and Changing – Personal identity, recognising individuality, mental wellbeing</p> <p>Keeping Safe – Keeping safe in different situations, responding in emergencies, first aid, Sex education - naming body parts, Differences between male and female body parts change in puberty, support with puberty and hygiene routines, Reasons for puberty</p> <p>Families and relationships – Managing friendships and peer influences</p> <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> · How sleep contributes to a healthy lifestyle and strategies to ensure healthy sleep patterns. About the benefits of being outdoors and in the sun for physical and mental health. · How to manage risk in relation to sun exposure, including skin damage and heat stroke. · How medicines can contribute to health and how allergies can be managed and that some diseases can be prevented by vaccinations · How they can prevent the spread of bacteria and viruses with everyday hygiene routines and shared responsibility for keeping a clean environment 		

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	<ul style="list-style-type: none"> · Know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable. · Know when and how to seek support in relation to friendships and who a trusted adult would be to support them · Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. <p>Know how to ask for, give and not give permission for physical contact.</p> <ul style="list-style-type: none"> · Recognise how it feels in a person's mind and body when they are uncomfortable and that it is never someone's fault if they have experienced unacceptable physical contact. · Know how to respond to unwanted or unacceptable physical contact. · Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. · Whom to tell if they are concerned about unwanted physical contact. · Recognise that everyone should be treated equally. · Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. · Understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia. 	<ul style="list-style-type: none"> · Know that there is a variety of routes into work e.g. college, apprenticeships, university, training. 	<ul style="list-style-type: none"> · About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. · That for some people their gender identity does not correspond with their biological sex. · How to recognise, respect and express their individuality and personal qualities. · Ways to boost their mood and improve emotional wellbeing and the link between participating in interests and hobbies · To identify occasions where they can help take responsibility for their own safety, differentiate between positive risk taking and dangerous behaviour · How to deal with common injuries using basic first aid techniques and how to respond in an emergency including how to contact emergency services · That female genital mutilation (FGM) is against British law. · What to do and whom to tell if they think they or someone they know might be at risk of FGM.
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	<ul style="list-style-type: none"> · Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment., ways to safely challenge this and report discrimination online <p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> · Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. · Know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. · Know that some media and online content promote stereotypes. · Know how to assess which search results are more reliable than others. · Know how recognise unsafe or suspicious content online. · Know how devices store and share information. 					
	Outdoor Learning	Planting in ready for spring flowers.	Maintain garden Collaboration Team work	Let plants grow	Pick the flowers to dissect (link to science)	Create habitats. Plant bee friendly plants, bug paradise etc. (science link)
Cultural Capital Experiences	Curriculum Hero study	Remembrance Activities	Warner Bros Studio Tour Harry Potter		Whitby Residential	Visting artist-Darrell Wakelam School leadership role applications

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						School sleepover
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