



# Introduction

At Grosvenor Road Primary School we deliver a **broad and balanced curriculum** that enables all children to 'be the best they can be.' The English and mathematics curriculum follows 'mastery principles': ensuring children have opportunities to embed learning before moving onto the next topic. The curriculum is inclusive and imaginative: stimulating young minds as well as preparing them for the modern world.

## **English**

Literature lies at the heart of the school's English curriculum: the children read both contemporary and classical British authors as well as literature from around the world. In writing, each unit of work is split into three outcomes. Outcome 1 is scaffolded and modelled by the teacher. Outcome 2 allows the children to work independently on a similar genre and Outcome 3 gives the children the opportunity to apply their learning in a different curriculum area.

## **Mathematics**

There is a termly plan for each year group from Year 1 to Year 6. Each term is split into twelve weeks. As part of each overview, a significant amount of time is devoted to developing key number concepts each year. This ensures students build their fluency as number sense will affect their success in other areas of mathematics. Students who are successful with number are much more confident mathematicians.

## **The wider curriculum**

The National Curriculum subjects are taught discretely, this ensures children become skilled in Science, Computing and the foundation subjects. The school is committed to developing an appreciation of visual and performance art alongside inspiring the next generation of historians and geographers. Throughout the curriculum British values of: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are interwoven.

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# English

| Term                          | <u>Autumn 1</u>  | <u>Autumn 2</u>  |
|-------------------------------|--|--|
| <b>Text Types</b>             | <b>Write to Entertain: Narrative; 3<sup>rd</sup> Person</b><br><b>Write to Inform: Explanation</b>   | <b>Write to Entertain: Narrative, 1<sup>st</sup> Person</b><br><b>Write to Inform: Non-Chron. Report</b>   |
| <b>Grammar and Vocabulary</b> | <ul style="list-style-type: none"> <li>○ Create and use complex sentences with <b>adverb</b> starter in own writing e.g. <i>Patiently waiting by the harbour, the people gazed at the horizon.</i> Use a comma to separate the clauses</li> <li>○ Create sentences using fronted <b>adverbials</b> for place and time e.g. <i>Moments later, Johns appeared. Above the cliffs, the seagulls soared.</i> Use a comma after fronted adverbials.</li> <li>○ Identify, select and effectively use <b>Pronouns</b> e.g. first person for diaries, and first person narratives and recounts (I, me, mine, we, us, our ours)</li> <li>○ Explore, identify, collect and use noun phrases e.g. <i>Meg watched the <u>boat out in the water.</u> Fran was particularly fond of the <u>folk from up the tree</u></i></li> </ul> | <ul style="list-style-type: none"> <li>○ Create complex sentences by adding a <b>relative clause</b> using a <b>relative pronoun</b> : <i>who, which, where, whose, when, that</i> e.g. <i>Prince Llewellyn had a baby son who was his pride and joy.</i></li> <li>○ Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> <li>○ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>Later, Nearby, secondly</i></li> <li>○ Explore, identify, collect and use noun phrases e.g. <i>Gelbert stared in horror at the <u>upturned crib with splatters of blood and scath marks</u></i></li> <li>○ <b><u>Consolidate learning from previous terms</u></b></li> </ul> |
| <b>Punctuation</b>            | <ul style="list-style-type: none"> <li>○ Use inverted commas and other punctuation to indicate direct speech.</li> <li>○ Start a new paragraph when a new speaker says something</li> <li>○ Independently proofread and edit for Full stops, capital letters and apostrophes for singular possession and contractions.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Demarcate complex sentences using commas in order to clarify meaning.</li> <li>○ Identify and use brackets to indicate parenthesis e.g. in formal writing : <i>The cheetah (Acinonyx jubatus) inhabits open grassland in Africa</i></li> <li>○ <b><u>Consolidate learning from previous terms</u></b></li> </ul>  |
| <b>Composition</b>            | <ul style="list-style-type: none"> <li>○ Identify and discuss the purpose and audience for the writing e.g. <i>To make the children in Year 2 stop and think with our poems</i></li> <li>○ Carefully consider the structure and vocabulary - precise nouns, alliteration, powerful verbs, and effective adjectives.</li> <li>○ During and after composition, independently edit and improve own writing</li> </ul>   | <ul style="list-style-type: none"> <li>○ Identify audience an purpose for a piece of writing and consider this carefully when selecting the language and structure to use</li> <li>○ Plan their writing by drawing on a writing model e.g chunking up a known fiction text or boxing up a non-fiction text in preparation for innovation and invention.</li> <li>○ Show characterisation through the use of description and dialogue, drawing on their reading.</li> <li>○ Improve a passage prepared by the teacher with a focus on different sentence structures</li> <li>○ <b><u>Consolidate learning from previous terms</u></b></li> </ul>  |

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| Term                   | <u>Spring</u>  |  |
|------------------------|--|--|
| Text Types             | Write to Entertain: Diary Entry<br>Write to Inform: Instructions   | Write to Entertain: Poetry<br>Write to Inform: Persuasive Speech |
| Grammar and Vocabulary | <ul style="list-style-type: none"> <li>○ Create complex sentences by dropping in a <b>relative clause</b> e.g. <i>solar flares, which we see as sunspots, occur when magnetic energy is released.</i></li> <li>○ Use a range of relative pronouns: <b>Who which where whose when that</b></li> <li>○ Create and punctuate <b>complex sentences</b> using –ing opening clauses - <i>Grinning with anticipation, Paul launched himself from the diving board.</i></li> <li>○ Use devices to <b>build cohesion</b> within paragraphs e.g <i>firstly, then presently, this, subsequently</i></li> <li>○ Use <b>expanded noun phrases</b> to convey information concisely.</li> <li>○ <b><u>Consolidate learning from previous terms</u></b></li> </ul> |  |
| Punctuation            | <ul style="list-style-type: none"> <li>○ Demarcate complex sentences using <b>commas</b> in order to clarify meaning, including those which have relative clauses.</li> <li>○ Identify and use <b>commas to indicate parenthesis</b></li> <li>○ Identify and use <b>dashes to indicate parenthesis</b> e.g in less formal writing</li> <li>○ <b><u>Consolidate learning from previous terms</u></b></li> </ul>   |  |
| Composition            | <ul style="list-style-type: none"> <li>○ Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.</li> <li>○ Compare two similar texts and with support draw on these to create own plan</li> <li>○ Select appropriate structure, vocabulary and grammar to describe setting</li> <li>○ During composition, use different sentence structures.</li> <li>○ Proofread and suggest changes to grammar, vocabulary and punctuation to enhance and clarify</li> </ul>  |  |
| Term                   | <u>Summer 1</u>  | <u>Summer 2</u>  |
| Text Types             | Write to Entertain: Narrative<br>Write to Inform: Newspaper  | Write to Entertain: narrative<br>Write to Inform: Biographies    |
| Grammar and Vocabulary | <ul style="list-style-type: none"> <li>○ <b>Use</b> relative pronouns <b>who, which, where, whose, when, that</b> to create complex sentences by using relative clauses, both at the end of the sentences and embedded within.</li> <li>○ Create complex sentences where the <b>relative pronoun</b> is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> <li>○ Use expanded noun phrases to convey complication information concisely.</li> <li>○ Use simile starters, ensuring that this reflects the overall tone and voice within the writing</li> <li>○ <b><u>Consolidate learning from previous terms</u></b></li> </ul>  |  |
| Punctuation            | <ul style="list-style-type: none"> <li>○ Punctuate complex sentences using –ed and –ing opening clauses in fiction and non- fiction writing.</li> <li>○ Punctuate simile openers correctly</li> <li>○ Use commas to avoid ambiguity.</li> <li>○ Use <b>commas, brackets and dashes</b> to indicate parenthesis.</li> <li>○ <b><u>Consolidate learning from previous terms</u></b></li> </ul>   |  |

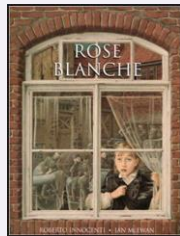
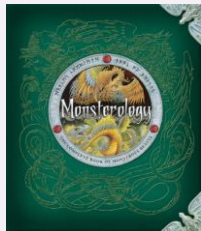
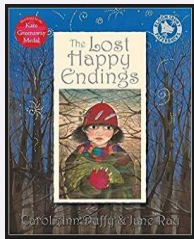
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## Composition

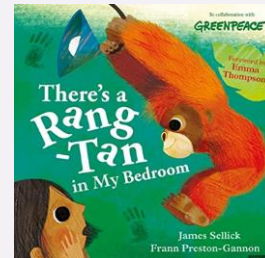
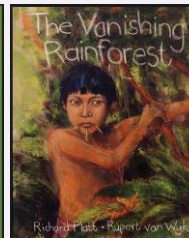
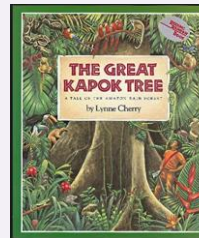
- Identify the audience and purpose for a piece of writing and consider this carefully when selection the language and structures to use.
- Become increasingly independent in choices of planning and layout.
- Draw on reading and research to create own plan for writing
- Examine how characters and setting are portrayed in books and films
- Blend together action, dialogue and description within and across paragraphs
- **Consolidate learning from previous terms**

## TEXTS

### Autumn



### Spring



### Summer



**Various biographies**

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# Reading

*For more information on reading please see our Whole School Reading Journey*

|   | Key Learning  |
|---|---|
| <b>Word Reading</b>                           | <ul style="list-style-type: none"> <li>○ <b>Use knowledge of root words to understand meaning of words</b></li> <li>○ Use suffixes to understand meanings e.g <i>-ant -ance -ancy -ent -ence -ible-able -ibly -ably</i></li> <li>○ Read and understand words from the Year 5/6 word list</li> </ul>   |
| <b>Reading Behaviour</b>                      | <ul style="list-style-type: none"> <li>○ Recommend texts to peers with reasons for choice e.g. novels, newspaper articles, non-fiction</li> <li>○ Express preferences about a wider range of texts including modern fiction, traditional stories and legends</li> <li>○ Learn a wide range of poems by heart</li> <li>○ Prepare poems and play scripts to read aloud and perform using correct intonation, tone to make the meaning clear to the reader.</li> </ul>   |
| <b>Understanding Texts</b>                    | <ul style="list-style-type: none"> <li>○ <b>Explain the meaning of words within the context of the text</b></li> <li>○ Use punctuation to determine intonation and expression when reading aloud</li> <li>○ Check that text makes sense and demonstrate an understanding of what has been read</li> <li>○ Demonstrate the use of taught reading strategies</li> <li>○ <b>Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence (PE)</b></li> <li>○ <b>Predict what might happen from information stated or implied</b></li> <li>○ Re-read and read ahead to locate clues to support understanding</li> <li>○ Explore themes within and across texts (link to writing : Overcoming the monster: Journey: Quest etc)</li> <li>○ <b>Make comparisons within a text</b> – different characters view about the same topic</li> <li>○ Understand and identify the information which is <b>Fact</b> and information that is <b>Opinion</b></li> <li>○ Scan the text to locate key information</li> <li>○ Be able to <b>summarise the main ideas from one or more paragraphs</b></li> <li>○ <b>Justify opinions with reference to the text</b></li> <li>○ Understand, in a variety of different texts, how the structure and presentation contributes to the meaning</li> </ul> |
| <b>Evaluating author's use of language</b>    | <ul style="list-style-type: none"> <li>○ Explore, recognise and use the terms <i>simile, metaphor and imagery</i> and be able to find examples of these within texts</li> <li>○ Explain what effect the authors choice of language has on the reader</li> </ul>   |
| <b>Participating in discussion and debate</b> | <ul style="list-style-type: none"> <li>○ Participate in discussion about books that they read or have been read to them, be able to challenge others views</li> <li>○ Discuss texts as a group or class – <i>This reminds me of..... I think that ..... I wonder</i></li> </ul>   |

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# Mathematics

|        | Week 1   | Week 2 | Week 3 | Week 4                                    | Week 5 | Week 6   | Week 7 | Week 8 | Week 9                                   | Week 10                                | Week 11    | Week 12                      |
|--------|--|--------|--------|---|--------|--|--------|--------|--|--|------------|------------------------------|
| Autumn | Number<br><b>Place value</b>                   |        |        | Number<br><b>Addition and subtraction</b> |        | Number<br><b>Multiplication and division A</b> |        |        | Number<br><b>Fractions A</b>             |  |            |                              |
| Spring | Number<br><b>Multiplication and division B</b> |        |        | Number<br><b>Fractions B</b>              |        | Number<br><b>Decimals and percentages</b>      |        |        | Measurement<br><b>Perimeter and area</b> |  | Statistics |                              |
| Summer | Geometry<br><b>Shape</b>                       |        |        | Geometry<br><b>Position and direction</b> |        | Number<br><b>Decimals</b>                      |        |        | Number<br><b>Negative numbers</b>        | Measurement<br><b>Converting units</b> |            | Measurement<br><b>Volume</b> |

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# Science

| Year | Key Skills   |  |   | Key Topic Knowledge  |   |  |
|------|--|--|---|--|---|--|
| 5    | Using Investigative Approaches   | Communicating and Collaborating  | Working Critically with Evidence and Thinking Scientifically  | Autumn<br>  | Spring<br>   | Summer<br>  |
|      | <p><b>Fair testing independently.</b></p> <p>Independently carry out an investigation, where appropriate dependent/independent variables are effectively managed.</p> <p>Know which variables to control in each investigation.</p> <p>Take measurements with an appropriate level of precision.</p> | <p><b>Organises results independently, and can present them in a range of different ways.</b></p> <p>Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables and bar graphs.</p> <p>Record observations and measurements using the appropriate format.</p> | <p><b>Can explain what they see using key scientific ideas, with some support where needed.</b></p> <p>Can use key scientific ideas and concepts to offer explanations for what they have found out, to make predictions and to hypothesise about why something might be the way it is (all with support where needed).</p> | <p><b>Autumn 1 and Autumn 2</b></p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• To explain the impact of gravity on our lives.</li> <li>• To identify and explain the effects of water resistance.</li> <li>• <b>To identify and explain the effects of air resistance.</b></li> <li>• To identify and explain the effects of friction.</li> <li>• To explain how levers, pulleys and gears can allow a smaller force to have a greater effect.</li> <li>• To study the work of Issac Newton and Galileo Galilei.</li> </ul> | <p><b>Spring 1 and Spring 2</b></p> <p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>• To compare and group together materials based on their properties (hardness, solubility, transparency, conductivity and response to magnets).</li> <li>• To give reasons for particular uses of everyday materials (including metals, wood and plastic).</li> <li>• <b>To demonstrate and explain the process of dissolving. to form a solution.</b></li> <li>• To know how to recover a substance from a solution.</li> <li>• To explain how to separate mixtures (filtering, sieving and evaporating) using knowledge of solids, liquids and gases.</li> <li>• To demonstrate and explain a variety of reversible changes (dissolving, mixing and changes</li> </ul> | <p><b>Summer 1</b></p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• To describe the life cycle of different groups of animals (mammals, amphibians, insects and birds).</li> <li>• To describe the life process of reproduction in some plants.</li> <li>• To describe the life process of reproduction in animals.</li> <li>• To experiment by growing new plants using different parts of the parent plant (seeds, stem, root cuttings, tuber)</li> <li>• <b>To study a famous ethologist and explain the key impact of their work.</b></li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• To describe the changes as humans develop to old age.</li> <li>• To draw a timeline to indicate</li> </ul> |






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|  |  | <p>Construct own tables to record results.</p> <p>Continue to use Carroll and Venn diagrams.</p> <p>Start to plot simple graphs and use them to interpret patterns or trends.</p> |  |  | <p><i>of state).</i></p> <ul style="list-style-type: none"> <li>• <i>To explain how some changes can result in a new material being formed (irreversible change) (burning and acid)</i></li> <li>• <i>To find out about how chemists create new materials for example Spencer Silver or Ruth Benerito.</i></li> </ul> | <p>the changes in the growth and development of humans.</p> <ul style="list-style-type: none"> <li>• To research the gestation periods of other animals and to compare humans gestation period with animals.</li> </ul> <p><b>Summer 2</b></p> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>• <i>To describe the movement of the Earth and other planets in the solar system relative to the sun.</i></li> <li>• <i>To order the planets and study the key facts of the planets.</i></li> <li>• <i>To describe the movement of the Moon relative to the Earth.</i></li> <li>• <i>To describe the Sun, Earth and Moon as approximately spherical bodies.</i></li> <li>• <i>To explain day and night using the idea of the Earth's rotation and relate this to the Earth's apparent movement across the sky.</i></li> <li>• <i>To study the use of astronomical clocks e.g. Stonehenge.</i></li> </ul> |
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# History






| Year | Key Skills  |   |   |  | Key Topic Knowledge  |        |   |
|------|---|---|---|--|--|--------|---|
|      | Knowledge Chronological Awareness   | Knowledge and Understanding of significant aspects of history                                     | Understand historical concepts  | Organise, evaluate and communicate information   | Autumn   | Spring | Summer  |
| 5    | <p>Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.</p> | <p>Pupils can understand why some civilisations have been successful and why others have not.</p> | <p>Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.</p> | <p>Pupils can evaluate sources and identify those that are useful to the task.</p> <p>Pupils are beginning to make use of dates and terms to structure their work.</p> | <div style="text-align: right;">   </div> <p><b>Aut 1</b></p> <p><b>Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>• To know who King Alfred was and why he was called Alfred the Great.</li> <li>• To know about the discovery of Sutton Hoo and why it is an important historical source.</li> <li>• To know the difference between Anglo Saxon invaders and settlers.</li> <li>• To know the reasons why the Anglo Saxons came and settled in Britain.</li> <li>• To know how the Anglo Saxon ruled and the various Anglo Saxon kingdoms.</li> <li>• To know the daily life of Anglo Saxon people</li> </ul> |        | <div style="text-align: right;">    </div> <p><b>Sum 1</b></p> <p><b>Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>• To understand the daily life and trades of people living in Ancient Egypt.</li> <li>• To know the impact of the River Nile on the Ancient Egyptian civilisation and how the people depended on it.</li> <li>• To know key facts about the main famous Ancient Egyptian pharaohs and Egyptian Gods.</li> <li>• <a href="#">To know the process of mummification and build a bank of vocabulary regarding</a></li> </ul> |

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|--|--|--|--|---|--|---|
|  |  |  |  | <p>including trades and farming.</p> <p><b>Aut 2</b></p> <p><b><u>The Blitz</u></b></p>   <p>Conflict Chronology</p> <ul style="list-style-type: none"> <li>To know when the war began and where it fits on a time line.</li> <li>To know what air raids/Evacuation were and what measures were taken to protect people.(Visit to Stockport Air Raid Shelter)</li> <li><u>To know the hardships faced by people living in Britain at the outbreak of the war including rationing and evacuation.</u></li> <li>To know the events of the Battle of Britain and D-day, and to know their significance on the subsequent events of the war.</li> <li>To know what victory celebrations took place on VE day at the end of WW2</li> </ul> |  | <p><u>the same.</u></p> <ul style="list-style-type: none"> <li>To know how the Rosetta Stone was discovered and how this allowed historians to decode hieroglyphs.</li> <li>To use hieroglyphs to write messages.</li> <li>To know the similarities between two early civilisations (Mayans/Egyptians)</li> </ul> |
|--|--|--|--|---|--|---|

# Geography

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| Year<br>5 | Key Skills   |   |  |   | Key Topic Knowledge   |  |   |
|-----------|--|---|--|---|---|--|---|
|           | Locational Knowledge   | Place Knowledge   | Human and physical Geography   | Geographical Skills & Fieldwork   | Autumn  | Spring   | Summer  |
|           | Know more about the features of a variety of places around the world from local to global. | Understand more about the links between different places and that some places depend on each other. | Describe and begin to explain geographical patterns and a range of physical and human processes. Recognise that these interact to affect the lives and activities of people living there. Understand how people can both improve and damage the environment. | Draw on knowledge and understanding to suggest suitable geographical enquiry questions. Suggest an appropriate sequence of events and use geographical skills to conduct an enquiry. Communicate findings using the appropriate vocabulary. | <b>Spr 1</b><br><br><b>Brazil</b> <ul style="list-style-type: none"> <li>To collect information about a place and use it in a report; find possible answers to their own geographical questions.</li> <li>The know and locate the main countries in South America.</li> <li>To learn about a type of settlement in Rio De Janeiro.</li> <li>To understand the climate in Brazil.</li> <li>To explain what urbanisation is in relation to Brazil.</li> <li><u>To plan a journey to a place in another part of the world, taking account of distance and time. (skills assessment task)</u></li> </ul> <i>country, biome, climate, tropical, rainforest, poverty, settlement, trade, transport</i> | <b>Spr 2</b><br> <br><b>Rainforests</b> <ul style="list-style-type: none"> <li>To explain why people are attracted to live by rivers with links to human geography including trade (link to history when covering Egypt).</li> <li>To explain what a place might be like in the future, taking account of issues impacting on human features. (deforestation)</li> <li>To describe the key features of rivers and sketch the journey of the amazon river.</li> <li>To describe the physical geography of a rainforest (layers of the rainforest).</li> <li>To study economic activity (Fair trade)</li> <li>To explain how a location fits into its wider geographical location; with reference to physical features (biomes/climate zones)</li> </ul> | <b>Sum 2</b><br> <br><b>Mountains</b> <ul style="list-style-type: none"> <li>To explain how different types of mountains are formed.</li> <li>To identify the different features of mountains.</li> <li>To describe the climate of mountains and explore mountain life.</li> <li>To describe how tourism effects mountain regions.</li> <li>To locate the world's seven summits.</li> <li>To know and locate many of the world's major rivers on maps and name and locate many of the world's most famous mountain regions on maps.</li> </ul> <i>summit, peak, plate, mantle, slope, valley, equator, fold mountain, fault block, dome mountains</i> |

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|--|--|--|--|--|--|---|--|
|  |  |  |  |  |  | <p><u>Geog Enquiry Ques – Why is the river so important to the rainforest?</u></p> <p><i>biome, tributary, deforestation, tribe, emergent, canopy, understory, forest floor, vegetation</i></p> |  |
|--|--|--|--|--|--|---|--|

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# Religious Education

| Autumn 1  |   |   |
|---|---|---|
| Key question U2.1: Why do some people believe God exists?   |   |   |
| Strand/Questions/Religions  | Suggested content for learning  | Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):   |
| <p><b>Strand: Believing</b></p> <p><b>Questions in this thread:</b></p> <p>1.1-3 Who is Christian/Muslim/Jewish and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>3.1 Do we need to prove God's existence?</p> <p><b>Religions and worldviews:</b> Christians, non-religious e.g. Humanist</p> | <p>Teachers can select content from these examples and add more of their own</p> <ul style="list-style-type: none"> <li>• Find out about how many people in the world and in your local area believe in God – using global statistics and the latest UK census (see p. 5 for local and national demographics). Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god).</li> <li>• Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from key question L2.1, and explore some names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (key question L2.2).</li> <li>• Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life.</li> <li>• Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander).</li> <li>• Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.</li> <li>• Explore what impact believing in God might make on the way someone lives his or her everyday life. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today.</li> </ul> | <p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</li> <li>• Give two reasons why a Christian believes in God and one why an atheist does not (A3).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</li> <li>• Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</li> </ul> |

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**Autumn 2**  
 Key question U2.4: If God is everywhere, why go to a place of worship?

| <b>Strand/Questions/<br/>Religions</b>   | <b>Suggested content for learning</b> Teachers can select content from these examples and add more of their own  | <b>Learning Outcomes</b> (intended to enable pupils to achieve end of key stage outcomes):   |
|--|--|--|
| <p><b>Strand: Expressing</b></p> <p><b>Questions in this thread:</b></p> <p>F3: Which places are special and why?</p> <p>1.7: What makes some places sacred?</p> <p>L2.5: Why do people pray?</p> <p>3.6: Should religious buildings be sold to feed the starving?</p> <p><b>Religions and worldviews:</b></p> <p>Christians, Hindus and Jewish people</p> | <ul style="list-style-type: none"> <li>• Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.</li> <li>• Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?</li> <li>• Can pupils talk about a place where people might say or feel God is somehow more ‘present’? What is special about these places?</li> <li>• Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.</li> <li>• Learn about the destruction of the Jewish temple, the ‘house of God’, in 70 CE. Find out what purpose modern synagogues serve in the absence of a ‘house of God’.</li> <li>• Consider these definitions: ‘synagogue’ = ‘house of assembly’ (a place to get together), also called ‘schul’ = school (a place to learn). Answer the key question in light of these definitions.</li> <li>• What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the ‘body of Christ’, mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don’t like institutions, hierarchies, crowds! Why do Christians worship in different ways?</li> <li>• Find out about alternative forms of Christian communities, e.g. <a href="http://www.freshexpressions.org.uk">www.freshexpressions.org.uk</a></li> </ul> <p>Consider the appeal of these to some Christians.</p> <ul style="list-style-type: none"> <li>• Note that there are many Christians, Hindus and Jewish people who see themselves as members of the communities but don’t attend places of worship. Return to the unit key question; how might different people answer this? What answers do pupils have?</li> </ul> | <p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• Recall and name some key features of places of worship studied (A1).</li> <li>• Find out about what believers say about their places of worship (C2).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Outline how and why places of worship fulfil special functions in the lives of believers (A3).</li> <li>• Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</li> </ul> |

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## Spring 1 and 2

Key question U2.2: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)

| Strand/Questions/Religions   | Suggested content for learning Teachers can select content from these examples and add more of their own   | Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):   |
|--|--|---|
| <p><b>Strand: Living</b></p> <p><b>Questions in this thread:</b></p> <p>F2 Which people are special and why?</p> <p>L2.3 Why is Jesus inspiring to some people?</p> <p>3.3 What is so radical about Jesus?</p> <p><b>Religions and worldviews:</b></p> <p>Christians</p> | <ul style="list-style-type: none"><li>• Build on learning from key question L2.3, and note where some key texts have been studied before. Use the ideas below to explore Jesus' teachings and example and how they inspire many Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community.</li><li>• Examine Jesus' mission (Luke 4:18–19). Find examples of where he fulfilled this.</li><li>• Love: use some of Jesus' stories, teachings and examples to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; good Samaritan, Luke 10:30–35; the lost son, Luke 15:11–32; love your enemies, Matthew 5:43–48; compare with Paul's letter, 1 Corinthians 13:4–7; explore the idea of agape love – self sacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16).</li><li>• Forgiveness: use some of Jesus' stories, teachings and examples to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34; link to previous learning about sin and the 'Fall' in question L2.2).</li><li>• Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should treat each other (the sheep and the goats, Matthew 25:31–46; serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42).</li><li>• Generosity and not being greedy: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9).</li><li>• Read gospel passages that talk about the 'kingdom of God', where people live the way God wants people to live (e.g. mustard seed, Mark 4:30–32; hidden treasure, Matthew 13:44–46; good and bad soil, Matthew 13:1–8, 18–23; the great feast Luke 14:15–24). What would this kingdom be like?</li><li>• Devise some moral dilemmas; pupils ask 'what would Jesus do?', to apply their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world. Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?</li></ul> | <p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p><b>Emerging:</b></p> <ul style="list-style-type: none"><li>• Make connections between some of Jesus' teachings and the way Christians live today (A1).</li><li>• Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</li></ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"><li>• Outline Jesus' teaching on how his followers should live (A2).</li><li>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li><li>• Explain the impact Jesus' example and teachings might have on Christians today (B1).</li><li>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li></ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"><li>• Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</li><li>• Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity.</li></ul> |






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## Summer 1 and 2

Key question U2.6: What does it mean to be a Muslim in Britain today?

| Strand/Questions/Religions   | Suggested content for learning Teachers can select content from these examples and add more of their own   | Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):  |
|--|--|--|
| <p>Strand: Living</p> <p><b>Questions in this thread:</b></p> <p>F5: Where do we belong?</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>L2.7 What does it mean to be a Christian in Britain today?</p> <p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p><b>Religions and worldviews:</b><br/>Muslims</p> | <ul style="list-style-type: none"><li>• Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census.</li><li>• Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?</li><li>• Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars. Consider what beliefs, practices and values are significant in pupils’ lives.</li><li>• Talk about the Shahadah (‘There is no god except Allah’) and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with key question L2.1.)</li><li>• Consider the importance of the Holy Qur’an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet’s Night Journey). Find out about people who memorise the Qur’an and why (hafiz, hafiza).</li><li>• Find out about the difference between the authority of the Qur’an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).</li><li>• Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur’an for Muslims.</li><li>• Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.</li></ul> <p style="text-align: center;"><i>Be the best you can be</i></p> | <p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p><b>Emerging:</b></p> <ul style="list-style-type: none"><li>• Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</li><li>• Identify three reasons why the Holy Qur’an is important to Muslims, and how it makes a difference to how they live (B1).</li></ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"><li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li><li>• Describe and reflect on the significance of the Holy Qur’an to Muslims (B1).</li><li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li><li>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li></ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"><li>• Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life (B1).</li><li>• Answer the title key question from different perspectives, including their own (C1).</li></ul> |

# Modern Foreign Language (French)

| Year<br>5 | Key Skills 2022/23   |   |   |   | Key Topic Knowledge 2022/23   |  |  |
|-----------|--|---|---|---|---|--|--|
|           | Reading  | Writing   | Speaking  | Listening   | Autumn   | Spring     | Summer     |
|           | <p>Can read aloud unfamiliar written words with accurate pronunciation.</p> <p>Can understand the main points from a written text containing unfamiliar language.</p> <p>Can recognise the meaning of “mon”, “ma” and “mes”, and that adjectives change to match the noun.</p> <p>Can understand that some nouns have irregular plurals.</p> | <p>Can write complex sentences containing opinions.</p> <p>Can write sentences from memory to describe a person, place or thing; or what others do or like doing.</p> <p>Can write the correct form of some common present-tense third person singular verbs.</p> <p>Can adapt sentences by changing words, and write some simple sentence structures that differ from English.</p> | <p>Can hold a continuous conversation, giving simple opinions.</p> <p>Can adapt familiar sentences by changing a few words.</p> <p>Can prepare and present a short talk in French about a place, person or thing.</p> <p>Can describe what others do or like doing, using the third person singular form of the present tense.</p> <p>Can ask questions using the second person singular.</p> | <p>Can understand the main points of a short speech, story or poem that contains unfamiliar language.</p> <p>Can recognise and understand the difference between masculine and feminine definite and indefinite articles.</p> <p>Can recognise and understand the difference between “mon”, “ma” and “mes”.</p> | <p><b>Autumn</b><br/><b>SALUT Unit G – Describing People</b></p> <ul style="list-style-type: none"> <li>To describe what you are like</li> <li>To describe another person’s hair colour</li> <li>To say what you are wearing</li> <li>Revision</li> </ul> | <p><b>Spring</b><br/><b>SALUT Unit I - Sport</b></p> <ul style="list-style-type: none"> <li>To know names of sports</li> <li>To say which sports you like</li> <li>To ask if you can play a sport</li> <li>Revision</li> </ul> | <p><b>Summer 1</b><br/><b>SALUT Unit K – Eating Out</b></p> <ul style="list-style-type: none"> <li>To order a drink in a French cafe</li> <li>To ask for a table in a restaurant</li> <li>To order a meal in a French café/restaurant</li> <li>Revision</li> </ul> |

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# Art & Design


| Yr       | KeySkills  |  |   |  |   |   |   |
|----------|--|--|---|--|---|---|---|
| <b>5</b> | <b>Generating Ideas</b><br>Skills of Designing & Developing Ideas  | <b>Making</b><br>Skills of making Art, Craft & Design  | <b>Evaluating</b><br>Skills of Judgement & Evaluation   | <b>Knowledge</b><br>Knowledge about art processes and context  | Autumn  | Spring  | Summer  |
|          |  |  |   |  | <b>Drawing</b>  |   |   |
|          |  |  |   |  | Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create detailed drawing.   | <u><b>Lines, marks, tones, form and textures</b></u><br>Use dry media to make different marks, lines, patterns and shapes within a drawing.<br>Experiment with wet media to make different marks, lines, patterns, textures and shapes.<br>Explore colour mixing and blending techniques with coloured pencils.<br>Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. | <u><b>Perspective and composition</b></u><br>Begin to use simple perspective in their work using a focal point and horizon.<br>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.<br>Show an awareness of how paintings are created i.e. composition. |
|          | 1. Engage in open ended research and exploration in the process of initiating and developing their own personal ideas<br><br>2. Confidently use sketchbooks for a variety of purposes including: | 3. Confidently investigate and exploit the potential of new and unfamiliar materials ( <i>for instance, try out several different ways of using tools and materials that are new to them</i> )<br><br>4. Use their | 5. Regularly analyse and reflect on their progress taking account of what they hoped to achieve | 6. Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.<br><br>7. Know how to | <b>Barbara Kurger (using selfies/adapting)</b><br><br><u><b>Yayoi Kusama</b></u><br><br><u><b>Digital medis</b></u><br>Record, collect and store visual information using digital cameras, video recorders, ipads | <b>Hundertwasser</b><br><b>Ludwig Kirchner</b><br><br><u><b>Vasily Kandinsky</b></u><br><br><u><b>Painting</b></u><br>Develop a painting from a drawing<br><br>Carry out preliminary  | <b>Lowry</b><br><b>Harold Riley</b><br><br><u><b>Jean Dubuffet (black and white/press print)</b></u><br><u><b>Printing</b></u><br>Create printing blocks by simplifying an initial sketch book idea   |

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|  |   |   |  |   |  |  |  |
|--|---|---|--|---|--|--|--|
|  | <p>recording observations; developing ideas; testing materials; planning and recording information.</p> | <p>acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> |  | <p>describe the processes they are using and how they hope to achieve high quality outcomes</p> | <p>Present recorded visual images using software e.g. Photostory, Power Point</p> <p>Use a graphic package to create and manipulate new images</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc)</p> | <p>studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u><br/>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary, secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p> | <p>Use relief or impress method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p> |
|--|---|---|--|---|--|--|--|

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# Computing

|  |   | Autumn   | Spring                              | Spring/Summer   | Summer   |
|--|---|--|-------------------------------------|---|--|
|  | <b>Online safety</b>  | <b>Digital Literacy/Non-negotiables</b>  | <b>Computer Science/coding</b>      | <b>Outcome 4</b>  | <b>Information Technology</b>                        |
| <b>Y5</b><br> | Unit 5.2<br>Online safety<br><br>Quality Texts: The internet is like a puddle | <ul style="list-style-type: none"> <li>• Touch typing practise (Big Brown Bear/BBC Bitesize)</li> <li>• Use spreadsheet/excel document to create charts and tables to display entered data</li> <li>• Create online quiz using Kahoot/Quizziz etc – end of history/science/maths topic</li> <li>• <b><u>Independently create a Word/Docs document for a specific purpose</u></b> – leaflet, brochure, narrative, poster etc</li> </ul> | Unit 5.1<br><br>Coding<br><br>2Code | Leaflet/brochure<br><br>Narrative/History/<br>Science/Geography | Unit 5.6<br><br>3D Modelling<br><br>2Design and Make |

| Year | Key Skills   |   |   | Key Topic Knowledge   |                               |  |
|------|--|---|---|---|-------------------------------|--|
|      | <b>5</b>   | Digital Literacy  | Computer Science                                | Information technology  | Autumn                        | Spring   |
|      | Use technology safely, respectfully and responsibly; | Design, write and debug programs that accomplish specific | Use search technologies effectively, appreciate | Unit 5.2<br><br><b>Quality Texts: the internet is like a puddle</b> | Unit 5.1<br><br><b>Coding</b> | Unit 5.6<br><br><b>3D Modelling</b><br><br>• To understand 2Design |




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|  |  |  |   |   |   |   |
|--|--|--|---|---|---|---|
|  | <p>recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact</p> | <p>goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> | <p>how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <ul style="list-style-type: none"> <li>• To discuss and understand the importance of keeping personal information safe.</li> <li>• To understand issues concerning the reliability of sources and people online.</li> <li>• To create a comic strip to share my knowledge about online safety.</li> </ul> | <ul style="list-style-type: none"> <li>• To designing and writing a program that accomplishes a specific goal.</li> <li>• To simulate a physical system.</li> <li>• To introduce text variables.</li> <li>• To create and improve a game.</li> <li>• To understand internet safety.</li> </ul> <p>Resources:</p> <p>2Code</p> | <p>and Make.</p> <ul style="list-style-type: none"> <li>• To explore the effect of moving points when designing.</li> <li>• To understand designing for a purpose.</li> <li>• To understand printing and making.</li> </ul> <p>Resources:</p> <p>2Design and Make</p> |
|--|--|--|---|---|---|---|

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# Design & Technology

| Year | Key Skills  |   |  | Key Topic Knowledge / Process   |   |  |
|------|---|---|--|---|---|--|
| 5    | Design  | Make  | Evaluate   | Autumn  | Spring  | Summer   |
|      | <ul style="list-style-type: none"> <li>• List tools needed before the start of an activity.</li> <li>• Plan the sequence of work e.g. using a storyboard.</li> <li>• Record ideas using annotated diagrams.</li> <li>• Use models and drawing to help formulate design ideas.</li> <li>• Combine modelling and drawing to refine ideas.</li> <li>• Devise step by step plans which can be followed by someone else.</li> <li>• Use exploded diagrams and cross-sectional diagrams to communicate ideas.</li> <li>• Sketch and model alternative ideas.</li> <li>• Decide which design idea to develop.</li> </ul> | <ul style="list-style-type: none"> <li>• Make prototypes.</li> <li>• Develop one idea in depth.</li> <li>• Use researched information to inform decisions.</li> <li>• Produce detailed lists of ingredient/ components/ materials and tools.</li> <li>• Use a computer to model ideas.</li> <li>• Select from and use a wide range of tools and materials.</li> <li>• Cut accurately and safely to a marked line.</li> <li>• Use appropriate finishing techniques for the project.</li> <li>• Refine their product- review and rework.</li> </ul> | <ul style="list-style-type: none"> <li>• Research and evaluate existing products, including book and web based research.</li> <li>• Understand how key people have influenced design.</li> <li>• Consider user and purpose.</li> <li>• Identify strengths and weaknesses of design ideas.</li> <li>• Give a report using the correct technical vocabulary.</li> <li>• Consider and explain how the finished product could be improved related to design criteria.</li> <li>• Discuss how well the finished product meets the needs of the user. Test on the user.</li> </ul> | <p><b>Food</b> </p> <p><b>Savoury biscuits</b><br/>Children use first hand and secondary sources to carry out relevant research into existing products to include personal/cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients.</p> <ul style="list-style-type: none"> <li>• Prepare mostly savoury dishes using their own selection of ingredients, taking into account their nutritional properties and sensory characteristics.</li> <li>• Weigh and measure</li> </ul> | <p><b>Mechanisms</b><br/>(links to science) </p> <p><b>Moving vehicle</b><br/>Investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems. Use videos and photographs of products that cannot be explored through first-hand experience.</p> <ul style="list-style-type: none"> <li>• Develop technical vocabulary appropriate to the project.</li> <li>• Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</li> <li>• Develop a simple design specification to guide their thinking.</li> <li>• Develop and communicate ideas through discussion,</li> </ul> | <p><b>Textiles</b> </p> <p><b>Bag/pillow case</b><br/>Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Investigate work by designers and their impact on fabrics and products. Use questions to develop children's understanding</p> <ul style="list-style-type: none"> <li>• Use correct vocabulary appropriate to the project.</li> <li>• Create 3D products using pattern pieces and seam allowance.</li> <li>• Understand pattern layout.</li> <li>• Decorate textiles</li> </ul> |

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|  |  |  |  |   |  |   |
|--|--|--|--|---|--|---|
|  |  |  |  | <p>using scales.</p> <ul style="list-style-type: none"> <li>•Select and prepare foods for a particular purpose.</li> <li>•Work safely and hygienically.</li> <li>•Develop an understanding of a healthy diet and apply in their ingredient choices.</li> <li>•Use a range of cooking techniques.</li> <li>•Join and combine a widening range of ingredients.</li> <li>•Know where and how ingredients are grown and processed.</li> </ul> <p>Bake biscuits in an oven making children aware of the dangers and how to handle hot items safely.</p> <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p> | <p>annotated drawings, exploded drawings and drawings from different views.</p> <ul style="list-style-type: none"> <li>• Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</li> <li>• Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> <li>•Use mechanical systems such as pulleys and gears.</li> </ul> <p>Evaluate throughout and the final product in use, comparing it to the original design specification. Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for the intended user and purpose.</p> | <p>appropriately.</p> <ul style="list-style-type: none"> <li>•Pin and tack fabric pieces together.</li> <li>•Join fabrics using over-sewing, back stitch or blanket stitch.</li> <li>•Combine fabrics to create more useful properties.</li> <li>•Make quality products.</li> </ul> <p>Evaluate both as the children proceed with their work and the final product in use, comparing the final product to the original design specification. Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for intended user and purpose,</p> |
|--|--|--|--|---|--|---|

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# Music

| Autumn 1                        | Autumn 2                   | Spring 1                                  | Spring 2                                | Summer 1                             | Summer 2   |
|---------------------------------|----------------------------|---|---|--------------------------------------|--|
| Livin' on A<br>Prayer<br>(Rock) | Classroom Jazz 1<br>(Jazz) | Make You Feel<br>My Love<br>(Pop Ballads) | Fresh Prince of<br>Bel Air<br>(Hip Hop) | Dancin' In the<br>Street<br>(Motown) | Reflect, rewind and<br>replay<br>(Western Classical<br>Music and your choice<br>from Year 5) |

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
  - Use and understand staff and other musical notations.
  - Investigate Pitch, duration, dynamics, tempo and timbre, texture and structure
    - Develop and understanding of the history of music
    - Create and compose music on their own and with others

**Transition to new Music Curriculum programme – Summer 2023  
(Kapow Music)**

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# P.S.H.E.

(Personal, Social, Health and Economic Education)

## PSHE - YEAR 5

(inc. Statutory Relationships Education & Health Education)

### Me and My Relationships

Autumn 1

- Collaboration Challenge!
- How good a friend are you?
- Being assertive

### Valuing Difference

Autumn 2

- Happy being me
- The land of the Red People
- It could happen to anyone

### Keeping Myself Safe

Spring 1

- Jay's dilemma
- Play, like, share
- Drugs: true or false?

### Rights and Responsibilities

Spring 2

- Rights, responsibilities and duties
- Mo makes a difference
- Spending wisely

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## Being my Best

## Summer 1

- Different skills
- Independence and responsibility
- Star qualities?

## Growing and Changing

## Summer 2

- How are they feeling?
- Growing up and changing bodies (Coram Life Ed. RSE Workshop)
- Dear Ash

### Linked NC Science Objectives (Health Education):

Year 5 - Spring 2 / Summer 1: describe the changes as humans develop to old age (*They should learn about the changes experienced in puberty.*)

## Our School Values



At Grosvenor Road Primary, we have adopted twelve School Values, which we promote throughout all our activities in school. They are: Respect, Compassion, Trust, Helpfulness, Friendship, Fairness, Forgiveness, Courage, Thankfulness, Perseverance, Generosity and Truthfulness.

Throughout each half term, we focus on two of our values in assemblies and circle time sessions, so that our children understand what they mean and how they can show them - enabling all pupils to 'be the best they can be'!

Through continued teaching and reinforcement of these values in school, our children are becoming increasingly confident in talking about each one and we continue to encourage them to 'show their values' by awarding Values Stickers in class and in the playground.

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# Physical Education

| Year 5 | Gymnastics/<br>Creativity   | Invasion Games   | Net and Wall  | Striking and Fielding   | Athletics   | Swimming   |
|--------|---|--|---|---|---|--|
|        | <ul style="list-style-type: none"> <li>To begin to have whole body control.</li> <li>To make complex extended sequences using controlled travelling and balancing and combinations of apparatus.</li> <li>To begin to select relevant actions when linking movements.</li> <li>To combine action, balance and shape.</li> <li>To perform consistently to different audiences.</li> <li>To experience working within prescribed areas.</li> <li>To consider scoring systems.</li> <li>To start showing imagination and creativity in choreography.</li> <li>To show clarity, fluency, accuracy and consistency.</li> </ul> | <ul style="list-style-type: none"> <li>To strike, throw and kick an object into an open space.</li> <li>To choose a tactic for defending &amp; attacking.</li> <li>To use a number of techniques to pass, dribble and shoot.</li> <li>To gain possession by working as a team.</li> <li>To pass in different ways.</li> <li>To experience small sided and modified competitive versions of different games.</li> <li>To work within prescribed areas.</li> <li>To consider and use rules.</li> <li>To begin to use scoring systems.</li> </ul> <p style="color: red;">Sports specific skills – focusing on leadership, tactics and rules through netball, lacrosse, football and hockey.</p> | <ul style="list-style-type: none"> <li>To strike an object into an open space.</li> <li>To choose a tactic for defending &amp; attacking.</li> <li>To use a number of techniques to pass.</li> <li>To pass in different ways.</li> <li>To experience small sided and modified competitive versions of different games.</li> <li>To work within prescribed areas.</li> <li>To consider and use rules.</li> <li>To begin to use scoring systems.</li> </ul> <p style="color: red;">Sports specific skills – focusing on leadership, tactics and rules through volleyball.</p> | <ul style="list-style-type: none"> <li>To strike and throw an object into an open space.</li> <li>To choose a tactic for defending &amp; attacking.</li> <li>To pass in different ways.</li> <li>To experience small sided and modified competitive versions of different games.</li> <li>To work within prescribed areas.</li> <li>To consider and use rules.</li> <li>To begin to use scoring systems.</li> </ul> <p style="color: red;">Sports specific skills – focusing on leadership, tactics and rules through cricket, rounders and softball.</p> | <ul style="list-style-type: none"> <li>To be controlled when taking off and landing.</li> <li>To throw with accuracy.</li> <li>To combine running and jumping.</li> <li>To understand measurements of time and distance, applying them to their performances.</li> </ul> <p style="color: red;">Sports specific skills – focusing on leadership, tactics and rules through different athletic events including running, jumping and throwing.</p> | <ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>To use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</li> <li>To perform safe self-rescue in different water-based situations.</li> </ul> |

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