

# Rural Church Schools Academy Trust

## Year 5 Curriculum

### LET YOUR LIGHT SHINE

Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – **'Let your Light shine'** Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values – WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community- *as a family – as brothers and sisters.*

**The RCSAT curriculum is designed to**

**Embody - the Christian values we live by**

**Enable – all children to flourish in mind, body and spirit**

**Ensure – that all pupils are given the experiences to 'Let their Light Shine.'**

**Intent:**

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child's individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum.

Reading	<ul style="list-style-type: none"> <li>Loving God, loving and accepting ourselves and loving and responding well to others</li> <li>A joy of learning</li> <li>A peaceful classroom environment</li> <li>Kindness and generosity towards others</li> <li>Gentle interactions</li> <li>Patience and understanding</li> <li>Excellent behaviour and positive attitudes</li> </ul>	PSHE and Pastoral	Religious Education
Writing		<p>Being an inclusive school that celebrates diversity and ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.</p>	Art
Spelling & Grammar	<p>The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self control Galations 5: 22-23</p>		Design & Technology
Speaking			Computing & E-safety
Maths			Music
Science		<p>Love the Lord God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself. Matthew 22: 36-40</p>	Physical Education
History			Modern Foreign Languages
Geography		<ul style="list-style-type: none"> <li>Positive relationships</li> <li>High levels of praise</li> <li>Love and care for others</li> <li>Learning from mistakes</li> <li>Fostering a growth mindset &amp; perseverance</li> <li>Equal opportunity for all pupils</li> <li>Nurturing positive self-esteem</li> </ul>	Early Years Curriculum
	Christian Distinctiveness		

As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children's natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

Our key drivers are:

Inspirational and connected curriculum which instils a love of learning

Curiosity and appreciation of God's world through our Christian Values

A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)

Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.

Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children's emotional and spiritual development.

### **Implementation:**

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum. Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children's long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge. Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from key questions linked to a specific concept which then underpins the children's learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.

Our curriculum is organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

We also feel that the following are necessary to support the implementation of our connected curriculum;

**Learning Environment** – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning.

Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

**Learning Partners** – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our

curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

**New Pedagogies** – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a ‘Science’ based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

**Impact:**

Through our connected approach:

Our children will have the capacity to control and express their emotions, and handle interpersonal relationships whilst keeping themselves safe.

Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.

Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.






Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the ‘hidden curriculum’) such as the quality of relationships and the values exemplified by the way the school sets about its task.

Our aim is to provide a curriculum which will firstly expand the pupil’s knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school’s vision and to learn about the ‘*person, love & work of Jesus*’ which is central to the school’s vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

 <b>Year 5</b>						
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Texts</b>	<b>Queen of the falls by Chris Van Allsburg</b> <i>Goodnight Stories for Rebel Girls by Elena Favilli</i>	<b>The Lost Happy Endings by Carol Ann Duffy</b> <i>Hansel and Gretel by Neil Gaiman</i>	<b>Arthur and the Golden Rope by Joe Todd-Stanton</b> <i>Myths of the Norsemen by Roger Lancelyn Green</i>	<b>The Darkest Dark</b> <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i>	<b>The Paperbag Prince by Colin Thompson</b> <i>The Last Wild by Piers Torday</i>	<b>Radiant Child by Javaka Steptoe</b> <i>Life doesn't frighten me - Poem by Maya Angelou</i>
<b>Writing outcome</b>	<b>Outcome</b> Recount: series of diaries <b>Greater Depth</b> Series of diaries with viewpoint of other characters	<b>Outcome</b> Fiction: traditional tale <b>Greater Depth</b> Traditional tale from another character's POV	<b>Outcome</b> Fictions: Myth Create heroes, villains and monsters <b>Greater Depth</b> Vary the viewpoint from which the myth is told	<b>Outcome</b> Recount: biography <b>Greater Depth</b> A first-person recount with an experience from the person's life within the biography	<b>Outcome</b> Persuasion/information Hybrid leaflet <b>Greater Depth</b> Write an oral presentation for a TV or online broadcast as expert	<b>Outcome</b> Information: text suitable for an art gallery <b>Greater Depth</b> Plan structure and layout of information text
<b>Topic headings</b>	<b>Tales from around the world</b>		<b>Exploration and Discovery</b>		<b>One World</b>	
<b>Courageous advocate</b>	Rigoberta Menchú Inclusivity from language		Stephen Hawkins Inclusivity through disability		Greta Thunberg	Maya Angelou
<b>Science End Points</b>	Living Things and Their Habitat: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals	Forces: 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 surface and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Space: describe the movement of the Earth, and other planets, relative to the Sun in the solar system and describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Properties and Changes of Materials: compare and group together everyday materials based on 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 and use knowledge of solids, liquids, and gases to decide how mixtures might be separated. Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials. Demonstrate that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.	Animals including Humans: Describe the changes as humans develop to old age	

<b>Curriculum Objectives</b>	<p>Living things</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Link to habitats knowledge and investigate</li> <li>Range of animals lifecycles</li> <li>Plant reproduction in flowering plants (with possible dissection task)</li> <li>Reproduction in some animals</li> </ul>	<p>Living things</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Link to habitats knowledge and investigate</li> <li>Range of animals lifecycles</li> <li>Plant reproduction in flowering plants (with possible dissection task)</li> <li>Reproduction in some animals</li> </ul>	<p>Forces</p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li>Carry out experiments to test/prove concepts –possibly including some of these; gravity drops with changing shaped objects, parachutes or spinners for air resistance Water drop test for water resistance Friction tests on trainers with newton meters Lever lifts/mechanism tests</li> </ul>	<p>Earth and Space</p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>Possible observational and modelling investigations</li> <li>Human orrery</li> <li>Moon phase observations</li> <li>Sun Dials</li> </ul>	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> <li>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.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>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.</li> </ul>	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age (including during gestation).</li> <li>Sequence stages of human development.</li> <li>Investigate growth rates in babies.</li> <li>Identify main changes in childhood and adolescence, explain why bodies change to adult bodies.</li> <li>Identify factors in aging and old age (teeth, hair, skin, likelihood of illness) and begin to explain the cause and effects of these changes.</li> </ul>
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>Ask relevant questions about what they notice.</li> <li>Makes systematic and careful observations using a range of equipment.</li> <li>Uses test results to ask further questions.</li> <li>Identifies differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Uses test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Gathers, records and classifies data in a variety of ways to help in answering questions.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>					
<b>HISTORY</b>						
<b>History End Points</b>	<p>A non-European society that provides contrasts with British history –Mayan civilization.</p>		<p>Children can articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places &amp; people and the legacy they left.</p> <p>Children can share knowledge of the invasion and settlement of the Vikings in England.</p>			
<b>Curriculum objectives</b>	<p>Early Islamic Civilization Non- European society that provides contrasts with British History</p> <ul style="list-style-type: none"> <li>Study of Bagdad AD 900</li> <li><b>Mayan civilisation AD 900</b></li> <li>Benin (West Africa) AD 900-1300</li> </ul> <p>Compare some of the times studied with those of the other areas of interest around the world.</p>		<p><b>Britain’s settlements by Anglo-Saxons and Scots the Vikings and Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>			

			<ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Identify specific changes within and across different periods over time.</li> <li>To understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</li> <li>Discuss trends overtime.</li> <li>To see the relationships between different periods and the legacy of impacts for me and my identity.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>		
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**History enquiry skills**

- Use a range of primary sources to ask and answer questions from the time;
- Ask questions and follow a line of enquiry to lead to a conclusion;
- Make conclusions about questions using evidence to justify their thinking;
- Use appropriate historical vocabulary to communicate (dates, time period, chronology, century, decade, legacy);
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – explain their own ideas about history and use evidence to back this up.

**GEOGRAPHY**

<b>Geography End Points</b>	Children can locate places and map features for the Americas and describe changes in biomes, climate and human/physical features across the continent. Central and southern America Children can identify latitude, longitude, equator, northern and southern hemisphere.		Locate key features and places in Northern Europe, explaining the impact of climate and location on people movement of the past.	Children can describe the local area in detail via maps and human use surveys, making comparisons to geographical features of the area in the past. Satellite images over time	Children can identify use of land/energy/resources across the UK and in the local area linking these to climate change and recycling initiatives.	Children can describe and understand key aspects of climate zones and biomes. North America
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<b>Curriculum objectives</b>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Latitude, Longitude, Equator, northern and southern hemisphere. North and South America</li> <li>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities compared to rural areas. Human and Physical Geography</li> <li>Describe and understand key aspects of climate zones and biomes</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>North and South America - identify their main physical and human characteristics</li> <li>Use and annotate maps identifying features.</li> <li>Study climate, weather and range of human/physical features in North and South America</li> <li>Make comparisons to known places</li> </ul>		<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Latitude, Longitude, Equator, northern and southern hemisphere.</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zones and biomes</li> <li>Investigate the geography of Northern Europe and Scandinavia in Anglo-Saxon and Viking ages.</li> <li>Look at extent of Viking travel across the world.</li> <li>Compare the features of Anglo-Saxon/Viking homelands with Britain.</li> </ul>		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zones and biomes</li> <li>Human geography/region of the UK – land use, economic activity, distribution of natural resources, energy (link to recycling)</li> <li>Investigate the physical and human features of the local area through map making, research, data collection and evaluation as part of a recycling science link and then a history link to local history.</li> </ul>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Latitude, Longitude, Equator, northern and southern hemisphere. North and South America</li> <li>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities compared to rural areas.</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zones and biomes</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>North and South America - identify their main physical and human characteristics</li> <li>Use and annotate maps identifying features.</li> <li>Study climate, weather and range of human/physical features in North and South America</li> <li>Make comparisons to known places</li> </ul>
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**Geography enquiry skills**

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

**DESIGN and TECHNOLOGY**

<p><b>D&amp;T End Points</b></p>		<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Preparing food:Adapting using a variety of ingredients biscuit within a givin budget to meet design criteria</b></p>		<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Pulleys and Gears Possible Ideas Moon buggy</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Combining Different Recycled Fabric Shapes: Possible Ideas: Sustainable fashion. Link with art</b></p>	
<p><b>Curriculum objectives</b></p>		<p>Prior learning</p> <ul style="list-style-type: none"> <li>• Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.</li> <li>• Basic understanding of what structures are and how they can be made stronger, stiffer and more stable</li> </ul> <p>Designing</p> <ul style="list-style-type: none"> <li>• Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</li> <li>• Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li> <li>• Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</li> <li>• Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</li> <li>• Use finishing and decorative techniques suitable for the product they are designing and making.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and evaluate a range of existing frame structures.</li> <li>• Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>• Research key events and individuals relevant to frame structures. Technical knowledge and understanding</li> <li>• Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> <li>• Know and use technical vocabulary relevant to the project</li> </ul>		<p>Prior learning</p> <ul style="list-style-type: none"> <li>• Experience of axles, axle holders and wheels that are fixed or free moving.</li> <li>• Basic understanding of electrical circuits, simple switches and components.</li> <li>• Experience of cutting and joining techniques with a range of materials including card, plastic and wood.</li> <li>• An understanding of how to strengthen and stiffen structures.</li> </ul> <p>Designing</p> <ul style="list-style-type: none"> <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, annotated drawings, exploded drawings and drawings from different views.</li> </ul> <p>Making</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> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Compare the final product to the original design specification.</li> <li>• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>• Consider the views of others to improve their work.</li> <li>• Investigate famous manufacturing and engineering companies relevant to the project.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Understand that mechanical and electrical systems have an input, process and an output.</li> <li>• Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>• Know and use technical vocabulary relevant to the project</li> </ul>	<p>Prior learning</p> <ul style="list-style-type: none"> <li>• Experience of basic stitching, joining textiles and finishing techniques.</li> <li>• Experience of making and using simple pattern pieces.</li> </ul> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</li> <li>• Develop, model and communicate ideas through talking, drawing, templates, mockups and prototypes and, where appropriate, computer-aided design.</li> <li>• Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>• 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 are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and analyse textile products linked to their final product.</li> <li>• Compare the final product to the original design specification.</li> <li>• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>• Consider the views of others to improve their work. Technical knowledge and understanding</li> <li>• A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>• Fabrics can be strengthened, stiffened and reinforced where appropriate.</li> </ul>	
<p><b>ART</b></p>						

<b>Art End Points</b>	Mayan mask self portraits - paint, surface, texture.	Topography and maps linked to Hansel and Gretel- shading, hatching, different pencils	Sculptures inspired by Anglo saxon houses Working in 3D	Planets – mixed collage I can use collage and a range of materials to produce space themed artwork. Peter Thorpe	Print, colour, collage. Printing linked to the environment	Drawing, sketchin collaging – artist study Jean Michel Basquiat I can develop a piece of work using ideas from a studied artist. Visual poetry Zine. Use of digital imagery.
<b>Curriculum objectives</b>	<ul style="list-style-type: none"> <li>*Use sketchbooks to collect and record visual information from different sources.</li> <li>*Experiment with ways in which surface detail can be added to a drawing.</li> <li>*Build up stamina when drawing.</li> </ul> <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>*Use dry and wet media to make different marks, lines, patterns and shapes within a drawing.</li> <li>*Explore colour mixing with coloured pencils.</li> <li>*Use different techniques for different purposes: shading, hatching</li> </ul>	<ul style="list-style-type: none"> <li>*Use sketchbooks to collect and develop ideas.</li> <li>*Work from a variety of sources including observation.</li> <li>*Work in a sustained way to create detailed drawings. *Develop close observational skills using a variety of view finders.</li> <li>*Understand proportions.</li> </ul> <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>*Use dry and wet media to make different marks, lines, patterns and shapes within a drawing.</li> <li>*Explore colour mixing with coloured pencils.</li> <li>*Use different techniques for different purposes: shading, hatching.</li> </ul>	<ul style="list-style-type: none"> <li>*Use recycled, natural and man-made materials to create sculptures.</li> <li>*Plan a 3D sculpture through drawing.</li> <li>*Shape, form, model and construct from observation or imagination.</li> </ul>	<ul style="list-style-type: none"> <li>*Experiment with a range of collage techniques: tearing, layering, overlapping, to create images and represent textures.</li> <li>*Add collage to painted, printed or drawn backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>*Experiment with a range of collage techniques: tearing, layering, overlapping, to create images and represent textures.</li> <li>*Add collage to painted, printed or drawn backgrounds.</li> <li>*Develop a painting from a drawing.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>*Identify secondary and complementary colours.</li> <li>*Paint intricate shapes and patterns with fine brushes.</li> </ul>	<ul style="list-style-type: none"> <li>*Select, use and combine the appropriate technology tools to create effects.</li> <li>*Use software to create a variety of images.</li> <li>*Import an image (scanned, taken, retrieved) into a graphics package.</li> <li>*Use sketchbooks to collect and develop ideas.</li> <li>*Work from a variety of sources including observation.</li> <li>*Work in a sustained way to create detailed drawings. *Develop close observational skills using a variety of view finders.</li> <li>*Understand proportions.</li> </ul> <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>*Use dry and wet media to make different marks, lines, patterns and shapes within a drawing.</li> <li>*Explore colour mixing with coloured pencils.</li> <li>*Use different techniques for different purposes: shading, hatching.</li> </ul>
<ul style="list-style-type: none"> <li>*Select and record ideas from observation, experience and imagination.</li> <li>*Question and make thoughtful observations about the work of famous artists, craftspeople, designers and famous works of art.</li> <li>*Select ideas from art work studied to use in their own work.</li> <li>*Explore the roles, purposes and work of artists, craftspeople and designers working in different times and cultures and different art work.</li> <li>*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>*Adapt their work according to their views and describe how they might develop their work further.</li> <li>*Annotate work in sketchbooks.</li> </ul>						
<b>MUSIC</b>						
<b>Music End Points Sing Up</b>	What shall we do with a drunken Sailor? Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.		Madina tun nabi: Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2		Kisne banaaya Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.	
<b>Curriculum objectives</b>	<ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</li> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> <li>• Play bass notes, chords, or rhythms to accompany singing.</li> <li>• Sing in unison while playing an instrumental beat (untuned).</li> <li>• Keep the beat playing a 'cup' game.</li> <li>• Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Improvise freely over a drone.</li> <li>• Sing a song in two parts with expression and an understanding of its origins.</li> <li>• Sing a round and accompany themselves with a beat.</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> </ul>		<ul style="list-style-type: none"> <li>• Compose a simple accompaniment using tuned instruments.</li> <li>• Create and perform their own class arrangement.</li> <li>• Sing and play the melody of Kisne banaaya.</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul>	
<b>COMPUTING</b>						
<b>Computing End points Purple Mash</b>	Unit 5.1 Coding Unit 5.2 Online Safety	Unit 5.3 Spreadsheets Unit 5.4 Databases	Recap Unit 5.2 Online Safety Unit 5.5 Game Creator	Unit 5.6 3D Modelling Unit 5.7 Concept Maps	Recap Unit 5.2 Online Safety Unit 5.8 Word Processing	Unit 5.9 External Devices
<b>Curriculum objectives</b>	<ul style="list-style-type: none"> <li>To begin to simplify code.</li> <li>To create a playable game.</li> <li>To understand what a simulation is.</li> <li>To program a simulation using 2Code.</li> <li>To know what decomposition and abstraction are in computer science.</li> <li>To take a real-life situation, decompose it and think about the level of abstraction.</li> <li>To understand how to use friction in code.</li> <li>To begin to understand what a function is and how functions work in code.</li> <li>To understand what the different variables</li> </ul>	<ul style="list-style-type: none"> <li>To use formulae within a spreadsheet to convert measurements of length and distance.</li> <li>To use the count tool to answer hypotheses about common letters in use.</li> <li>To use a spreadsheet to model a real- life problem.</li> <li>To use formulae to calculate area and perimeter of shapes.</li> <li>To create formulae that use text variables.</li> <li>To use a spreadsheet to help plan a school cake sale.</li> <li>To learn how to search for information in a database.</li> </ul>	<ul style="list-style-type: none"> <li>To gain a greater understanding of the impact that sharing digital content can have.</li> <li>To review sources of support when using technology and children's responsibility to one another in their online behaviour.</li> <li>To know how to maintain secure passwords.</li> <li>To understand the advantages, disadvantages, permissions and</li> </ul>	<ul style="list-style-type: none"> <li>To be introduced to 2Design and Make and the skills of computer aided design.</li> <li>To explore the effect of moving points when designing.</li> <li>To design a 3D Model to fit certain criteria.</li> <li>To refine and print a model</li> <li>To understand the need for visual representation when generating and discussing complex ideas.</li> <li>To understand the uses of a 'concept map'.</li> <li>To understand and use the correct vocabulary when creating a concept map.</li> <li>To create a concept map.</li> </ul>	<ul style="list-style-type: none"> <li>To gain a greater understanding of the impact that sharing digital content can have.</li> <li>To review sources of support when using technology and children's responsibility to one another in their online behaviour.</li> <li>To know how to maintain secure passwords.</li> <li>To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how a device can be programmed to be used as a game controller.</li> <li>To explore the functions available for the Purple Chip and appraise their uses.</li> <li>To create a simple quiz program that can be answered using an external device.</li> <li>To create a program in which an external device can be used to monitor real world conditions.</li> </ul>



	types are and how they are used differently. To understand how to create a string. To understand what concatenation is and how it works To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology and children's responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To ensure reliability through using different methods of communication	To contribute to a class database. To create a database around a chosen topic.	purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To ensure reliability through using different methods of communication To plan a game. To design and create the game environment. To design and create the game quest. To finish and share the game. To self and peer evaluate. To know what a word processing tool is for To add and edit images to a word document To know how to use word wrap with images and text To change the look of text within a document To add features to a document to enhance its look and usability To use the sharing capabilities in Google Docs To use tables within to present information To introduce children to templates	To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience	To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To ensure reliability through using different methods of communication	
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**PE**

<b>PE End points</b>	Invasion: Netball Gymnastics counter balance and counter tensions	Invasion: Football Health related Exercise	Invasion: Tag Rugby Dance: The Circus	Invasion: Hockey OAA: Communication	Striking and Fielding Net and Wall Tennis	Striking and Fielding Cricket Athletics
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<b>Curriculum objectives</b>	Netball Recap and refine dribbling and passing to create attacking opportunities • Develop marking • Refine shooting • Refine attacking skills, passing, dribbling and shooting introduce officiating  Gymnastics Counter Balance and Counter Tension • Introduction to Counter Balance • Application of Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion	Football • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating  Health Related Exercise • Explore and understand cardio fitness • Explore and understand flexibility fitness • Explore and understand strength fitness	Tag Rugby • Refine passing and moving to create attacking opportunities • Explore different passes that can be used to outwit defenders • Refine defending as a team • Create and apply defending tactics. Develop officiating  The Circus • Develop character movements linked to prejudices • Create movements that represent different characters and performers in a circus • Extending our performance incorporating props and apparatus linked to the variety of performers	Hockey • Develop defending; blocking and tacking • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack	Rounders • Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games  Tennis • Introduce/develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a point	Cricket • Refine batting, batting and bowling tactics • Refine fielding stopping, catching and throwing • Combine bowling and fielding creating and applying tactics • Introduce umpiring and scoring  Athletics • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition
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**MFL**

<b>MFL End points</b>	Meet and greet -say hello and goodbye; -introduce themselves; -say how they are feeling;	My body -give and respond to simple classroom instructions appropriately; -name parts of the body from a song;	Time to eat - follow a story and join in the repeated parts; -say what foods from a set they like/dislike; -describe the colour of an object;	The People around me -identify and introduce some of their relations; -name some common pets;	All about School -listen and respond to topic vocabulary; -demonstrate understanding with actions;	Tell me When - say and order the days of the week; -say and order the months of the year; -count up to 31;
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<ul style="list-style-type: none"> <li>-count to ten;</li> <li>-say how old they are.</li> </ul>	<ul style="list-style-type: none"> <li>-identify colours;</li> <li>-name items of clothing.</li> </ul>	<ul style="list-style-type: none"> <li>-ask politely for something.</li> </ul>	<ul style="list-style-type: none"> <li>-recognise some of the letters of the Spanish alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>-write sentences converting el/la to un/una;</li> <li>-answer questions using the topic vocabulary;</li> <li>-express simple opinions.</li> </ul>	<ul style="list-style-type: none"> <li>-say their own birthday</li> </ul>
<p>Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>					