|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bentley New Village Primary** | | | | | | | | | | | | | |
| **Year 5 & 6 (Y6 in bold if different from Y5) Long Term Plan 2020-2021 (Cycle B)** | | | | | | | | | | | | | |
| **Topic** | **WWII** | | | | **Extreme weather** | | | | **Stone age- Iron age** | | | | |
| **Literacy/Book Focus** | Letters from the Lighthouse  War Poetry | War poem – In Flanders Fields  WW2 factual remembrance day text | | | Holes  Poetry | | Poems  Reports on animals | | The boy with bronze axe  Poetry | | | The wild way home  Non-fiction text | |
| **Writing genres** | Letter  Diary  Description-setting | Poetry  News-paper report  Leaflet (Linked to Eden Camp) | | | Non-chron on a lizard  Narrative  Balanced argument (should they be sent to a camp) | | Instructions – what to do in a case of…  Persuasive letter  Poetry (weather) | | Non chron report  Diary  Narrative | | | Description – place/object  Recipe  Playscript | |
|  | Y5 - Words with endings that sound like /shuhs/ spely with ‘–cious’  Words with endings that sound like /shuhs/ spely with ‘–tious’ or ‘ious’ Words with the short vowel sound /i/ spelt with a ‘y’  Homophones and near homophones  Statutory Words focus  **Y6 - Homophones and near homophones: end in –ce, -cy and verbs that end in ‘se, -sy Adjectives ending in – ant into nouns ending in –ance or –ancy Adjectives ending in – ant into nouns ending in –ence or –ency**  **Hyphens joining prefix to root words and to join compound adjectives.**  **Words ending in –able and –ably**  **Word families based on common words showing how they are related in form and meaning temp / gest** | Y5 - Words with silent letters Modal verbs  Words ending in ‘ment’ Adverbs of possibility and frequency  Statutory Words focus  **Y6 - Prefixes micro- and mini-**  **Add suffixes beginning with vowel letters to words ending in –fer**  **Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)**  **Word families based on common words showing how they are related in form and meaning mit / inter**  **Words with endings which sound like /shuhl/ after a vowel or consonant.**  **Statutory Words focus** | | | Y5 - Creating nouns using the suffix -ity  Creating nouns using the suffix -ness  Creating nouns using the suffix –ship  Homophones and near homophones.  **Y6 - Words with a soft /c/ spelt ‘ce’**  **Word families based on common words showing how they are related in form and meaning acc / sign**  **Word families based on common words showing how they are related in form and meaning gram and recap others**  **Words that can be nouns and verbs**  **Words with a long ‘o/ sound spelt ‘ou’ or ‘ow’** | | Y5 - Words withan /or/ sound spely ‘or’  Words with /or/ sound spely ‘au’  Convert nouns and adjectives into verbs using the suffix -ate  Convert nouns and adjectives into verbs using the suffix -ise  Convert nouns and adjectives into verbs using the suffix -ify  Statutory Words focus  **Y6 - Words ending in –ibly and –ible**  **Words ending in –ably and –able**  **Synonyms and antonyms Statutory Words focus** | | Y5 - Convert nouns and adjectives into verbs using the suffix -en  Words containing the letter string ‘ough’  Adverbials of time Adverbials of place  Words spelt with /ear/ sound spelt ‘ere’  **Y6 - Revision** | | | Y5 - Unstressed vowels in polysyllabic words  Adding prefixes de- and re-, -mis, -over and  -dis  Adding verb prefix over-  Convert nouns or verbs into adjectives using suffix –ful  Convert nouns or verbs into adjectives using suffix –ive  Convert nouns or verbs into adjectives using suffix –al  **Y6 - Revision** | |
| **Grammar** | * Embellishing simple sentences * Conjunctions – coordinating, subordinating and specifically to give resuts and summary * Complex sentences starting with a subordinate clause and separating the subordinate clause. * Relative clauses beginning with who, which, where, why or whose * Relative pronouns * **Expanded noun phrases to convey complicated information concisely.** * **Fronted adverbials.** * **Compound and complex sentences.** * **Relative and possessive pronouns** * **Relative clauses** * **All tenses** * **Collective nouns** * **Abstract nouns** | * Devices to build cohesion within a paragraph. * Moving words, phrases and clauses in a sentence to create different effects * Brackets, dashes or commas to indicate parenthesis. * Verb prefixes * Compound and complex sentences * **Determiners** * **Rhetorical questions** * **Metaphors** * **Simile** * **Alliteration** * **The difference between structures typical of informal speech and structures appropriate for formal speech and writing.** * **The difference between vocabulary of informal and formal speech and writing.** * **Ellipses** | | | * Indicating degrees of possibility using modal verbs or adverbs. * Converting nouns or adjectives to verbs using suffixes. * Expanding phrases starting with an adjective ending in –ed, progressing to using it in the center of a sentence. * Adverbs showing degrees of possibility. * Adjectives ending in –ed * **Linking ideas across paragraphs using a wider range of cohesive devices, grammatical connections and elision.** * **Layout devices, such as sub-headings, headings, bullets or tables to structure a text.** * **Using the passive voice to affect the presenteation of information in a sentene. Passive and active.** * **Imperatives and Imperative verbs.** * **Modal and auxillary verbs** | | * Use of commas to clarify meaning and avoid ambiguity. * Linking ideas across paragraphs using adverbials of time, place and number. * .Colons/Semi colons * Technical language * **Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.** * **Inverted commas** * **Punctuation of bullet points to list information.** * **How hyphens can be used to avoid ambiguity.** | | * Future tenses * Editing sentences to minimise or expand * Modal verbs of possibility and obligation. * **Revision of all features.** | | | * Onomatopoeia * Metaphors * Personification * Rhetorical Questions | |
| **Maths** | * Round and compare, order place value to 10,000. * + and – mentally, formally using estimating values upto 10,000. * X tables upto 12x12, powers of 10, multiples and prime numbers to 50. * X 4 digit numbers by 1 digit numbers and powers of 10. * / numbers with known number facts * Convert fractions into decimals and %, finding equivalent fractions – hundredths up to 1. * **Round, compare, order PV to 1,000,000** * **Reinforce the 4 operations up to 4 digits** * **Compare, order and convert fractions, decimals and %** * **Understand what ratio and proportion is.** | * Convert fractions into decimals and %, finding equivalent fractions – hundredths up to 1. * Metric conversions in fluency and word problems * Perimeter of regular and composite shapes and volume of regular shapes using metric conversions * Basic 2D and 3D shapes * Translation and reflection of shapes * Timetables. * **Understand symbols and letters can represent variables and unknowns in mathematical situations.** * **Draw accurately 2D shapes with the protractor and ruler.** * **Describe positions on the full co-ordinate grid (1 quadrant)** * **Calculate and interpret the mean as an average.** | | | * Round, compare and order place value to 100,000 * + and – mentally, formally and using estimating including decimals of up to 100,000 * + and – mentally, formally and using estimating inc decimals of values up to 100,000 * x tables to 12x12, powers of 10, factors, multiples and prime numbers to 50. * x 4 digit numbers by 1 digit numbers to 20. * / 4 digit by 1 digit. * Converting fractions into decimals and %, finding equivalent fractions – thousandths and to + and – fractions and decimals up to and beyond 1. * **Round, compare, order PV to 10,000,000.** * **Ensure children can solve 4 digit number / by a 2 digit number using long division.** * **+ and – fractions and decimals and simplify where possible.** * **Solve problems involving ration and proportion** | | * Converting fractions into decimals and %, finding equivalent fractions – thousandths and to + and – fractions and decimals up to and beyond 1. * Metric and imperial conversions in fluency problems. * Area of composite shapes, volumes of shapes with the same metric length * Knowledge of angles and lengths distinguishing between regular and irregular polygons * Translations and reflections of shapes with co-ordinates * Timetables and line graphs. * **Able to express formulas algebraically.** * **Calculate the area of quadrilaterals and triangles.** * **Solve any missing angles in a triangle, quadrilateral or regular shape.** * **Describe positions on the full co-ordinate grid.** * **Interpret and construct pie charts and line graphs and use these to solve problems.** | | * Round, compare, order place value to 1,000,000 * + and – mentally, formally and using estimation, inc decimals and fractions of values to 1,000,000 * X tables to 12x12, powers of 10, factors, multiples and prime numbers to 100 * X 4 digit numbers by 2 digit numbers * / 4 digit numbers by 1 digit numbers with remainders, showing fractions or decimal answers. * Converting fractions into decimals and percentages, finding equivalent fractions and to + and – and x fractions up to and beyond 1. * **Solve number and practical problems using negative numbers.** * **Solve multi-step problems using all 4 operations** * **X and / fractions and simplify where possible** * **Use ration and proportion in pie charts and % problems.** | | | * Converting fractions into decimals and percentages, finding equivalent fractions and to + and – and x fractions up to and beyond 1. * Metric and imperial conversions in fluency and word problems. * Perimeter and area of composite shapes, volume of shapes with different metric and imperial conversions. * Solving missing angles that would create a right angle, straight line or full turn. * Translations and reflections of shapes with co-ordinates. * Tables and graphs. * **Able to solve 2 unknown values algebraically** * **Calculate the volume of a given shape** * **Name parts of circles, including radius, diameter and circumference** * **Describe positions on the full co-ordinate grid (4 quadrants)** * **Draw opposite graphs relating to 2 variables.** | |
| **Science**  **Y5** | **Y6 Light**   * recognise that light appears to travel in straight lines * use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | | | **Y5 Properties and changes of materials**   * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda | | | **Y6 Evolution and Inheritance**   * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | | **Y5 Living things**   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals | | | **Y6 Living Things**   * describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * give reasons for classifying plants and animals based on specific characteristics | |
|  | **Working Scientifically:**  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  using test results to make predictions to set up further comparative and fair tests  reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  identifying scientific evidence that has been used to support or refute ideas or arguments. | | | | | | | | | | | | |
| **Whole School PSHE Theme (SEAL Theme)** | Right Time Thrive – getting to know your class | Right Time Thrive based on your class’ needs | | | Right Time Thrive based on your class’ needs | | Right Time Thrive based on your class’ needs | | Right Time Thrive based on your class’ needs | | | Right Time Thrive based on your class’ needs | |
| **History** | World War II  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | | | | Extreme Weather | | | | Stone Age – Iron Age  **Changes in Britain from the Stone Age to the Iron Age** | | | | |
| **A local history study**   * Uses timelines to place and sequence local, national and international events and place events, periods and cultural movements from around the world. * Describes events using words and phrases * Calculate exact time scales. * order an increasing number of significant events, movements and dates on a timeline using dates accurately; * examine causes and consequences of great events and the impact these had on people; * understand Parliament makes decisions for the country. * summarise and order the main events from a specific period in history. * Explain how Britain’s decisions have been influenced by other countries. * use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; * consider and evaluate different ways of checking the accuracy of interpretations of the past; * start to understand the difference between primary and secondary evidence and the impact of this on reliability; * Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. * recognise when they are using primary and secondary sources of information to investigate the past; * use a wide range of different evidence to collect evidence about the past, * investigate their own lines of enquiry by posing historically valid questions to answer. * know and show a good understanding of historical vocabulary including abstract terms | | | |  | | | | * Uses timelines to place and sequence local, national and international events. * Describes events using words and phrases * Identifies changes within and across historical periods. * understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. * describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. * Use artefacts to understand more about British lives in the present and past. * select relevant sections of information to address historically valid questions and construct detailed, informed responses; * know and show a good understanding of historical vocabulary including abstract terms * present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; * Evaluate the usefulness and accurateness of different sources of evidence. | | | | |
| **Geography** | **Locational knowledge**   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;   **Geographical skills and fieldwork**   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | | **Locational Knowledge**   * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)   **Human and Physical Geography**   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   **Geographical Skills and Fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | | |  | | | | |
| **Art** | **Printing**   * Design and create own press printing blocks using polystyrene and wood. * Be able to line up and overlay print block to build up image using several colours. * Use relief or impressed method. Use tools to make indentations and to scratch away the surface, Use the lino rollers * Create prints with three overlays * Work into prints with a range of media, e.g. pens, colour pens and paints. * **Create printing blocks by simplifying an initial sketch book idea** * **Use relief or impressed method. Become more proficient with the scraping and scratching tools and blocks. Use the lino rollers.** * **Create prints with three overlays** * **Work into prints with a range of media e.g. pens, colour pens and paints** | **Collage**   * Add collage to a painted, printed or drawn background * To investigate and combine the visual and tactile materials and processes to explore ideas for different purposes. * To apply their experience of materials and processes, developing control of tools and techniques. * To investigate and combine visual and tactile qualities of materials and processes to make collages. * To adapt their work according to their views and describe how they might develop it further. * **To collect visual information to help develop ideas using a creative journal.** * **To combine visual and tactile qualities of materials and match them to the purpose of their work.** * **To use a variety of methods and approaches to communicate ideas.** * **Talk about their own work and that of others and develop and modify ideas in the light of this discussion.** * **To apply their experience of materials and processes.** * **Compare ideas and approaches in their work and others’ work.** * **To review and modify work as it progresses.**   **Textiles**   * Introduce a cross stitch in embroidery. * Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. * Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye. * Continue to change and modify threads and fabrics, * **Design, plan and decorate a fabric piece.** * **Experiment with a variety of techniques** * **Use a number of different stitches creatively to produce different patterns and textures.** * **Recognise different forms of textiles and express opinions on them.** | | | **Drawing**  •To enlarge and develop own work using layering methods to communicate ideas and make images.  •Draw still life compositions from first hand observation, using charcoal, pencils, pen, crayons and use tone and shading to depict light and shadows.  •To use a natural form as a starting point for their drawings.  •To work in the negative by using rubbers to remove graphite work, therefore creating light on the image.  •To use positive and negative drawing.  •Use a variety of source material for their work.  •Work in a sustained and independent way from observation, experience and imagination.  •Use a creative journal to develop ideas, (collecting materials, images, testing different media)  •Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.  •Successfully use shading to create mood and feeling.  •Work with chalk and charcoal to produce work that conveys depth.   * **Draw facial portraits human and animal forms from first hand direct observation using suitable media (chalk/pastel/pencil/ charcoal) Make detailed, analytical drawings.** * **To enlarge drawings and use selected media to develop work.** * **To work collaboratively in a group.** * **To develop individual and group work.** * **To respond from portraits from different times and styles.** * **Demonstrate a wide variety of ways to make different marks with dry and wet media.** * **Identify artists who have worked in a similar way to their own work.** * **Develop ideas using different or mixed media using a creative journal.** * **Use a creative journal to develop ideas, (collecting materials, images, testing different media)** * **After investigating, explain reasons for selecting and using given media.** * **Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.** * **Use the full range of graded pencils and explain the reason that they were chosen.** * **Ensure sketches communicate emotions and a sense of self with accuracy and imagination.** * **Explain why a pupil has combined different tools to create drawings.** | | **Painting**   * To apply their experience of materials and processes developing their control of tools and techniques for painting. * Develop a painting from a drawing. * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. * Create an imaginative piece of work from a variety of sources e.g. observational drawing, themes, poetry, music. * To question and make thoughtful observations about the work of certain artists. * To review and modify work as it progresses. * Colour * Mix and match colours to create atmosphere and light effects. * Be able to identify primary, secondary, tertiary, complementary and contrasting colours, tints and tones. Be able to use a range of brush strokes to achieve different effects. Apply learnt skills to create own compositions. * Work with complementary colours. * Organise line, tone, shape and colour to represent figure and form on movement. * **Explore and investigate the life and works of a famous artist and try to emulate his/her painting techniques and compositions.** * **To focus on line and contour in recording from direct observation.** * **To work collaboratively on a large scale to produce a group piece.** * **To develop an understanding of the different types of art.** * **To adapt and modify work as it progresses.** * **Develop a painting from a drawing, considering how paint has been used to create texture, depth and shade.** * **Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Use the creative journal to record these ideas.** * **Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music and artists.** * **Colour** * **Mix and match colours to create atmosphere and light effects. Knowing where the light source hits the artefact.** * **Be able to identify primary secondary, complementary and contrasting colours** * **Work with complementary colours** * **Use a wide range of techniques in own paintings.** | | **IT**   * Scan images and take digital photos, use software to alter them, adapt them and create work with meaning * Create digital images with animation, video and sound to communicate my ideas * Make animations using Powerpoint and 2animate * Make drawn and stop motion animations with a webcam * Use ICT to create work that includes the integration of digital images * Combine graphics and text based on their research * Use software to develop , alter and adapt them into work with meaning * Create digital images with animation and sometimes incorporate sound to communicate their ideas * **Use software packages to create pieces of digital art to design** * **Create a piece of art to be used as part of a wider presentation** * **Use software packages to create pieces of digital art** * **Create a piece of art which can be used as part of a wider presentation and project** * **Use the internet to research artists and their work** * **Type up descriptions or evaluations of art work for display by the finished work** | | | **Sculpture**   * Shape, form, model and construct from observation or imagination * Use recycled, natural and man‐made materials to create sculptures * Plan a sculpture through drawing and other preparatory work * Refine skills in using clay inc. slabs, coils, slips, etc * Produce intricate patterns and textures in a malleable media * Produce sculptural forms in response to the work of certain artists. * Use Modroc as a sculptural material. * To review their sculptures and say what they think and feel about them. * **To observe the work of famous sculptors from different viewpoints and express their opinions.** * **To adapt and improve their work as it progresses.** * **Produce intricate patterns and textures in a malleable media** * **To compare and comment on theirs and others’ work.** * **To research the work of craftspeople and designers working in different times and cultures as a starting point for making different items.** * **To review and modify work and make changes as work progresses.** * **Provide knowledge and understanding of previously learned techniques.** * **To explore a range of starting points for practical work.** * **To adapt their work according to their views.** | |
| **Computing** | **WEBSITE DESIGNERS**  Technology in our lives   I can describe different parts of the Internet.   I can use a search engine to find appropriate information and check its reliability.   I can recognise and evaluate different types of information I find on the World Wide Web.   I can describe the different parts of a webpage.   I can find out who the information on a webpage belongs to.   I know which resources on the Internet I can download and use.   I can describe the ways in which websites advertise their products to me.  E Safety   I know that anything I post online can be seen, used and may affect others.   I can talk about the dangers of spending too long online or playing a game. | | **MAGIC MATHS QUIZ**  Programming   I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.   I can refine a procedure using repeat commands to improve a program.   I can use a variable to increase programming possibilities.   I can change an input to a program to achieve a different output.   I can use ‘if’ and ‘then’ commands to select an action.   I can talk about how a computer model can provide information about a physical system.   I can use logical reasoning to detect and debug mistakes in a program.   I use logical thinking, imagination and creativity to extend a program. | | | **PODCASTS**  Multimedia   can use text, photo, sound and video editing tools to refine my work.   I can use the skills I have already developed to create content using unfamiliar technology.   I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.   I can select an appropriate online or offline tool to create and share ideas.   I can review and improve my own work and support others to improve their work. | | **MAKING A 3D MODEL**  Multimedia   can use text, photo, sound and video editing tools to refine my work.   I can use the skills I have already developed to create content using unfamiliar technology.   I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.   I can select an appropriate online or offline tool to create and share ideas.   I can review and improve my own work and support others to improve their work. | | | **LET’S COMMUNICATE ONLINE**  E-Safety   I can choose a secure password and screen name.   I protect my password and other personal information.   I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.   I know that anything I post online can be seen, used and may affect others.   I can talk about the dangers of spending too long online or playing a game.   I can explain the importance of communicating kindly and respectfully.   I can discuss the importance of choosing an age-appropriate website, app or game.   I can explain why I need to protect my computer or device from harm.  Technology in our lives   I can use different online communication tools for different purposes.   I can use a search engine to find appropriate information and check its reliability.   I can recognise and evaluate different types of information I find on the World Wide Web. | | |
| **Music** | **Listen to war sounds.**  • Listen to recorded  • performances,  • share knowledge of the origins/ history of music.  • Opportunities to experience live music making. **Compose own war sounds in groups**   * To capture and record creative ideas using any of: graphic symbols , rhythm notation * **To create music with multiple sections that include repetition and contrast.**   **Musicianship**   * Instrumental Performance * To read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. * **Instrumental Performance** * **To engage with others through ensemble playing (e.g. school orchestra, band,** | **Singing War Songs**   * To **sing** with increasing vocal control. * To **sing** with **pitching** accurately * To respond to visual directions and visual symbols when singing. * **To Sing a broad range of songs,** * **To sing as part of a choir, with a sense of ensemble and performance.** * **To observe rhythm, phrasing, accurate pitching and appropriate style.** * **to sing three- and four-part rounds** * **To Perform a range of songs as a choir.** | | | **Vivaldi – 4 seasons**  **Listen**   * Listen to recorded performances,   • share knowledge of the origins/ history of music.  • Opportunities to experience live music making.  **Composing**   * To Improvise freely developing sense of shape and character, using tuned percussion and melodic instruments. * To Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; * To experiment with using a wider range of dynamics * To compose melodies made from pairs of phrases in a key suitable for the instrument chosen. * To work in pairs, to compose a short ternary piece. * To use chords to compose music to a specific atmosphere, mood or environment. * To capture and record creative ideas using any of: graphic symbols , rhythm notation * **To create music with multiple sections that include repetition and contrast.** * **To use chord changes as part of an improvised sequence.** * **To Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.** * **To plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale , incorporate rhythmic variety and interest.** * **To play this melody on available tuned percussion and/or orchestral instruments.** * **To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.** * **To compose a ternary piece; use available music software/apps to create and record it,** | | | | * **Musicianship** * Instrumental Performance * •To play melodies on *tuned percussion*, melodic instruments * To understand how *triads* are formed, and play them on tuned percussion, melodic instruments or keyboards. * To perform simple, chordal accompaniments to familiar songs * To perform a range of repertoire pieces and *arrangements* combining acoustic instruments to form mixed ensembles, including a school orchestra.   + To develop the skill of *playing by ear* on tuned instruments, copying longer phrases and familiar melodies. * Reading Notation   + To understand the differences between *semibreves*, *minims*, *crotchets* and *crotchet rests*, *paired quavers* and *semiquavers*. * To understand the differences between 2/4, 3/4 and 4/4 time signatures.   + To read and perform pitch notation within an octave * To read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. * **Instrumental Performance**    + **To play a melody following *staff notation* written on one stave and using notes within an *octave range*** * **To accompany this same melody, and others, using block chords or a bass line.**    + **To engage with others through ensemble playing (e.g. school orchestra, band,** * **Reading Notation**    + **To understand the differences between *semibreves, minims, crotchets, quavers* and *semiquavers*, and their equivalent *rests*.** * **•To develop the skills to read and perform pitch notation within an octave** * **To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.**    + **To read and play from notation a four-bar phrase, confidently identifying note names and durations.** | | | | |
| **D & T** | * I have thought about how a product could be sold * I have considered what would improve a product even more * I can use a range of information to inform a design * I can work within constraints * I can follow and refine a plan if necessary * I can justify my plan to somebody else * I consider culture and society in my designs | * I can test and evaluate a final product * I can decide whether it is fit for purpose * I have considered what would improve it * I have considered the information I may need to make it even better * I can make a product which meets all design criteria | | | * I can use different kinds of circuits in a product * I can think of ways in which adding a circuit would improve a product * I can use market research to inform plans | | * I can explain how my product should be stored with reasons * I set out to grow my own products with a view to making a salad, taking account of time required to grow different foods * I can use tools and materials precisely * I can change the way that I am working if needed | | * I can justify why I selected specific materials * I have ensured that my work is precise and accurate * I can hide joints so as to improve the look of a product | | | * I can justify why the chosen material was best for the task * I can justify design in relation to the audience * I can consider if different resources would improve it * I consider the use of a product when selecting materials | |
| **Religious Education** | **Eternity**   * To understand and use key vocabulary related to the concept of eternity. * Be able to distinguish between the ideas of mortality and immortality. * Relate this to the human life cycle. | **Christmas Story**   * Recall The Christmas Story using a storyboard with pictures and captions. * Interpret a scene from a photograph. * List key similarities and differences between the two gospel accounts of The Christmas Story. * Identify the key truth within The Christmas story. * Make a Christingle and complete information about Christingles. * Use prompts to create a role play explaining a Russian Christian story. | | | **Humanism**   * State what a worldview is. * Explain the difference between atheism and humanism. * Know and be able to name at least two of the humanist beliefs. * They will be able to recognise the Happy Human symbol and associate it with humanists. | | **Creation Stories**   * Sequence and retell the creation stories in this unit. * Demonstrate an understanding of the Sikh beliefs about creation. * Identify some similarities and differences between creation stories independently. | | **The Crucifixion**   * Use visual prompts to create a timeline of events in Holy Week. * Order real life events from total 'free will' to 'determinism'. * Use given examples of events to list events in their own life and rate them from 'free will' to 'determinism'. * Sort the events from Luke's Gospel by cutting out pictures and ordering them. * Understand the commitment made by Christians and reflect on commitments in their own life. * Begin to look at moral choices we make and life choices. | | | **Justice and Freedom**   * Understand that freedom and justice have more than one definition. * Explain how beliefs about freedom and justice have influenced the actions of important figures in history and today. | |
| **PE** | **HOCKEY**   * Work with team mates in order to gain points or possession. * Defend and attack tactically by anticipating the direction of play. * Choose the most appropriate tactics for a game. * Uphold the spirit of fair play and respect in all competitive situations. * Lead others when called upa n and act as a good model within a team. * Compete with others and keep track of personal best performances, setting targets for improvement. | **GYM/DANCE**   * Hold shapes that are strong, fluent and expressive. * Vary speed, direction, level and body rotations during floor performances. * Create complex and well-executed sequences and include a full range of movements including travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills. | | | **CRICKET SKILLS**   * Work with team mates in order to gain points or possession. * Choose the most appropriate tactics for a game. * Uphold the spirit of fair play and respect in all competitive situations. * Lead others when called upa n and act as a good model within a team. * Compete with others and keep track of personal best performances, setting targets for improvement. | | **CRICKET**   * Work with team mates in order to gain points or possession. * Choose the most appropriate tactics for a game. * Uphold the spirit of fair play and respect in all competitive situations. * Lead others when called upa n and act as a good model within a team.   Compete with others and keep track of personal best performances, setting targets for improvement  Strike a bowled or volleyed ball with accuracy | | **ATHLETICS**   * Throw accurately and refine performance by analysing technique and body shape * Show control in take off and landings when jumping | **ATHLETICS**   * Combine sprinting with low hurdles over 60m. * Choose the best place for running over a variety of differences. * Throw accurately and refine performance by analysing technique and body shape * Show control in take off and landings when jumping. | | | **DANCE/GYM**   * Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. * Perform expressively and hold a precise balance. |
| **MFL** | * Revise opinions * Sports vocabulary * Sports clothing * Verb avoir * Phonemes a and ai * Masculine and feminine nouns * Dictionary Skills | * Weather vocabulary * Hobbies vocabulary * Pets * Phonemes qu and oi * Traditional tale: The Fox and the Crow * Christmas in France | | | * Verb etre * Dictionary skills * Revise dates * Numbers 32-60 * School subjects | | * Words starting with h * Primary school in France * Subject preferences * Reasons * Verb aller * Transport vocabulary * Easter: Mardi gras | | * Items in a classroom * Possessive adjectives (revision and new) * Prepositions * Pronunciation: silent letters at the end of words | | | * Revise aller * The simple future tense * Revision * Assessments * Project: West Africa where French is spoken | |
| **Visits/Visitors** | **Eden Camp** | | | | **Birmingham Botanical Gardens** | | | | **Jodrell Bank** | | | | |