

Ballifield Primary School Long Term Plan 2025-26



Year 5

		Autumn		Spring		Summer	
English	Read	A novel study approach based on the text 'Room 13' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed inferences drawing on evidence from the text (2d)	A novel study approach based on the text 'Holes' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • make developed inferences drawing on evidence from the text (2d) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • identify / explain how the choice of language enhances the meaning of texts (2g)	A novel study approach based on the text 'The Lion, the Witch and the Wardrobe' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • make developed inferences drawing on evidence from the text (2d) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • identify / explain how the choice of language enhances the meaning of texts (2g) • explain and justify inferences, providing evidence from the text to support reasoning (2d)	A poetry study approach based on the texts The Tyger', 'The Eagle', 'Mooses & The Otter' and 'Frogs' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed inferences drawing on evidence from the text (2d) • make developed predictions that are securely rooted in the text (2e) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A novel study approach based on the text 'Beowulf' will be used to develop a range of reading. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed inferences drawing on evidence from the text (2d) • make developed predictions that are securely rooted in the text (2e) • identify / explain how the sequence of events in narrative fiction contributes to meaning as a whole (2f)	A novel study approach based on the texts The Sleeper and the Spindle' and 'Welcome to Nowhere' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • make developed inferences drawing on evidence from the text (2d) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • identify / explain how the choice of language enhances the meaning of texts (2g) • make accurate and appropriate comparisons within texts (2h)
	Write	Fictional narrative based on 'Room 13': Rewrite the first chapter, promotional leaflet and formal letter.	Based on the book 'Holes': additional chapter, non-chronological report and newspaper report.	Based on 'The Lion, the Witch and the Wardrobe': Setting description, own portal story and dual perspective narrative.	Learn and perform a range of classic animal poems & write own poem Biography writing	Based on the book Beowulf: Heroic speech and retell a scene from another perspective	Subverted fairy tale based on 'The Sleeper and the Spindle' Persuasive writing based on the text 'Welcome to Nowhere'
	Spell	Year 5 National Curriculum spelling rules Spelling Shed	Year 5 National Curriculum spelling rules Spelling Shed	Year 5 National Curriculum spelling rules Spelling Shed	Year 5 National Curriculum spelling rules Spelling Shed	Year 5 National Curriculum spelling rules Spelling Shed	Year 5 National Curriculum spelling rules Spelling Shed

Maths	Place Value and Number Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000 Addition and Subtraction Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers	Multiplication and Division (A) Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000 Fractions (A) Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers	Multiplication and Division (B) Step 1 Multiply up to a 4-digit number by a 1-digit number Step 2 Multiply a 2-digit number by a 2-digit number (area model) Step 3 Multiply a 2-digit number by a 2-digit number Step 4 Multiply a 3-digit number by a 2-digit number Step 5 Multiply a 4-digit number by a 2-digit number Step 6 Solve problems with multiplication Step 7 Short division Step 8 Divide a 4-digit number by a 1-digit number Step 9 Divide with remainders Step 10 Efficient division Step 11 Solve problems with multiplication and division Fractions (B) Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators Decimals and Percentages Step 1 Decimals up to 2 decimal places Step 2 Equivalent fractions and decimals (tenths) Step 3 Equivalent fractions and decimals (hundredths) Step 4 Equivalent fractions and decimals Step 5 Thousandths as fractions Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same number of decimal places) Step 9 Order and compare any decimals with up to 3 decimal places Step 10 Round to the nearest whole number Step 11 Round to 1 decimal place Step 12 Understand percentages Step 13 Percentages as fractions Step 14 Percentages as decimals	Measurement (Perimeter/Area) Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area Statistics Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables	Geometry (shape) Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes Step 9 Regular and irregular polygons Step 10 3-D shapes Geometry: Position and Direction Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines Decimals Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimals Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values	Negative Numbers Step 1 Understand negative numbers Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference Measurement (Converting units) Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetables Measurement (Volume) Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume Step 4 Estimate capacity
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			Step 15 Equivalent fractions, decimals and percentages			
Science	Forces We will: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Energy Cause & effect Observe Investigate Predict Global Warming	Earth & space We will: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky Observe Identify Investigate Predict	Properties & changes of materials We will: 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 Understand 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. Variation	Animals including humans We will: Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense. Growth Health Process Variation Observe Life Cycles	Reproduction A Reversible and irreversible changes Living things and their habitats We will: 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. Growth Health Process Variation Observe Identify Classify	Plastic pollution Reproduction B

			Observe Identify Classify Investigate Predict			
Geography	Mountains and volcanoes	A journey through the Americas			Investigating Rivers	
	Human and physical processes The children will use their map skills to identify mountain ranges and volcanoes around the world. They will investigate how mountains and volcanoes were formed and the impact that these can have on the landscapes and for people who live there. Place knowledge and locational knowledge Pupils locate major volcanoes around the world. Pupils identify a range of mountain features. Pupils recognise that volcanoes can change a landscape. Geographical Skills and Field Work Pupils interpret and use simple plans and maps to Locate mountains in the UK and major mountain ranges around the world. Understanding Pupils understand the importance of mountains and volcanoes and their impact on the landscape. Pupils can explain how the Earth is formed. Pupils understand what an earthquake is. Pupils know where most earthquake -prone places are in the world. Key objectives • be able to recognise and label key mountain features • To begin to understand how ice, rain, snow and wind shape the mountain and its surroundings • To identify and name a number of famous mountains • To be able to show where the mountains are on an atlas • To have an initial understanding of how mountains are formed • To learn additional information about one particular type of mountain formation. • To identify different types of volcano • To know the names and locations of some volcanoes	The World The children will increase their map reading skills and develop their knowledge of the key geographical terms: longitude, latitude, the equator, the Northern and Southern Hemispheres, the tropics of Cancer, the Tropics of Capricorn, the prime meridian, and time zones. Place knowledge and locational knowledge Pupils use maps to locate environmental regions, key physical and human characteristics and places in North and South America. Pupils identify lines of longitude and latitude, the equator, The Northern and Southern Hemispheres, the tropics of Cancer and the Tropics of Capricorn, the prime meridian, and time zones. Geographical Skills and Field Work Pupils use maps, atlases, globes and digital/computer mapping to locate countries and recognise the places studied. Understanding Pupils understand the key aspects of climate types. Key objectives • To use maps to locate places in North and South America • To become familiar with the geography of North and South America • To find the latitude and longitude of places • To identify patterns in climate data • To explore the relationship between latitude and climate • To understand the significance of latitude • To calculate time differences • To understand the relationship between longitude and time zones • To present information clearly and attractively • To apply an understanding of latitude, longitude, time zones and climate			Human and physical processes By using map reading skills the children will find and name major rivers in the UK and will find the significant rivers of the world. They will begin to learn about the phases of a river and address topical issues of flooding, and the impact that this has on people. Place knowledge and locational knowledge Pupils find major rivers in the UK and find which counties they cross Pupils Name Europe’s major rivers. Pupils find Where the longest rivers in the world are. Develop an understanding of the causes and impact of flooding linked to County Work /local flooding issues. Pupils use atlases/globes/maps to locate rivers in UK Europe and the world Geographical Skills and Field Work Pupils identify physical and human features of rivers and recognise the different phases of a river. Pupils identify ways in which a river will change a landscape and identify a range of river features. Pupils use OS maps, atlases/globes/maps to recognise river features. Pupils use Compass points and grid references and aerial photographs. Pupils use 4/6 figure grid references, symbols and key Compass points in relation to other European countries Position in relation to Latitude Longitude position in relation to equator and Northern/Southern Hemisphere Understanding Pupils identify physical and human features of rivers and Recognise the different phases of a river Identify ways in which a river will change a landscape Key objectives • To understand the importance of water and its impact on rivers • To identify a range of river features • To use appropriate geographical vocabulary	

	- To name the features of a volcano - To be aware of the role of tectonic plates in creating volcanoes - To recount some factual information about the impact on people of a volcanic eruption - To begin to understand why some people live near volcanoes. - To develop an understanding of the forces at work when a volcano erupts - To use appropriate geographical language to describe a volcanic eruption - To be aware of the impact that a volcanic eruption can have on those who live there Concepts: Place Scale Physical processes Human processes Environments	To evaluate work against success criteria for the trip through the Americas Concepts: Place Scale Physical processes Human processes Environments	- To recognise how a river changes along its course - To recognise that the river changes the landscape - To locate the main rivers of the UK on a map - To recognise river features on an Ordnance Survey map - To develop an understanding of the causes of floods - To develop an understanding of the impacts of flooding on people and the environment - To recognise ways of preventing flooding - To develop a knowledge of some recent UK - To respond to geographical questions - To develop a knowledge of the longest rivers of the world across the continents Concepts: Place Scale Physical processes Human processes Interconnections Environments
History	Ancient Egypt Children will find out about the geographical location of Egypt and where it fits in a timeline alongside other periods of study. They will use different sources to investigate why the Nile was important and how it impacted many aspects of Egyptian life. They will learn about what Howard Carter discovered and why it was significant. They will find out about Tutankhamun and speculate on how he died, using evidence to justify their reasons. They will then find out about the Egyptians' religious beliefs by looking at stories, wall paintings, pyramids, mummification and archaeological sites. CONCEPTS Chronology Use of evidence Similarity and differences Interpretations of History Empire Culture KNOWLEDGE Know about the religious beliefs of the Egyptians Know the Ancient Egyptian era ran from around 3100 BC / BCE until 30 BC / BCE	Mayans Children will find out about the Mayan society by investigating different artefacts and discussing the importance particular objects played in developing knowledge about their culture. They will learn about Mayan glyphs, their number system, religion and food. They will also investigate changes to their society over time and their 'disappearance'. CONCEPTS Similarity and differences Empire Culture Chronology Use of evidence KNOWLEDGE Know that there were different periods of the Mayan civilisation: Pre-classic: 2000 BC – AD 250 Classic: AD 250 – AD 950 Post-classic: AD 950 – AD 1539 Contact period: AD 1511–1697 Find out about beliefs, behaviour and characteristics of the Maya	Migration Children will learn about the different groups of people who have migrated to Britain and the reasons for this. They will learn about their different experiences at different times and depending on the group of people. They will find out about forced migration and the slave trade and what life was like for a slave as well as how the slave trade was abolished. They will investigate how migration has impacted aspects of our culture in Britain today. CONCEPTS Chronology Use of evidence Continuity and Change Interpretations of History Sequence Culture KNOWLEDGE Know the reasons that people have moved to Britain and categorise them as push/pull factors Describe the experiences of different groups of migrants Know what the slave trade was and the triangular trade Know how slavery was abolished and some of the significant people who contributed to this

	Know some reason the river Nile was important to the Egyptians SKILLS Place current study on time line in relation to other studies Make comparisons between different times in the past Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Use relevant historical vocabulary (according to vocabulary progression document) Look for links and effects in time studied Find out about beliefs, behaviour and characteristics of people Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Evaluate the usefulness of sources Begin to identify primary and secondary sources Use evidence to build up a picture of a past event in order to answer historical questions Recognise limitations of sources of evidence Select relevant sections of information Use the library and internet for research with increasing confidence UNDERSTANDING Understand that there can be different interpretations of historical evidence Understand the reason why the Egyptians were successful Understand the significance of Howard Carter's discovery VOCABULARY Howard Carter, archaeologist, artefacts, sealed, replica, chamber, excavation, civilization, tomb, pharaohs, Tutankhamun, Ancient Egypt, Valley of the Kings, River Nile, Lord Carnarvon, canopic jar, mummification, organs, linen, scarab, Ra, shabti doll, sarcophagus, Arubis, Osiris, Ma'at. Anubis, Hathar, ankh, Book of the Dead, Hall of Death, Ammit	Where the Maya lived SKILLS Place current study on timeline in relation to other studies Know and sequence key events of time studied Make comparisons between different times in the past Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Begin to identify primary and secondary sources Use evidence to build up a picture of a past event in order to answer historical questions Select relevant sections of information Use the library and internet for research with increasing confidence UNDERSTANDING That some evidence is more reliable than others The significance of cacao and maize to the Maya Offer some reasons for different versions of events and understand that ancient civilisations cannot be fully understood That ancient civilisations existed over thousands of years and that their societies developed and changed. VOCABULARY Maya, cacao, maize, ancient, BC, AD, periods, artefacts, rainforest, glyphs, hieroglyphic, Copan, Stelae, Rio Azul vessel, burial, tomb, commodity, Popul Vuh, significance, archaeological, abandonment, Peten area, decline, pre-classic, classic, post-classic, contact period	SKILLS Use relevant terms and period labels Examine causes and results of great events and the impact on people Make comparisons between different times in the past Know and sequence key events of time studied Study different aspects of different people – Eg. differences between men and women Compare accounts of events from different sources Begin to identify primary and secondary sources Select relevant sections of information Compare an aspect of life with the same aspect in another period Use the library and internet for research with increasing confidence UNDERSTANDING That different groups of people have had different experiences once in Britain. Understand how life in Britain has been impacted by migrants VOCABULARY Migrant, immigration, emigration, slavery, plantation, barracoon, Atlantic passage, trade, slave ship, West Africa, America, auction, branding, plantation, resistance, boycott, petition, abolitionists, British Empire Push factors: war, famine, unemployment Pull factors: education, healthcare, wages
Art	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual. Disciplines: Typography, Drawing, Collage, Sketchbooks Key Concepts:	Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. Disciplines: Set Design, Making, Drawing, Sketchbooks

	- That when designers work with fonts and layout it is called Typography. - That we can use the way words look to help us communicate ideas and emotions. - That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. maps.	Disciplines: Painting, Drawing, Sketchbooks Key Concepts: - That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. - That artists often work outside (plein air) so that all their senses can be used to inform the work. - That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. - We can share our artistic discoveries with, and be inspired by each other. - We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.	Key Concepts: - That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). - That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. - That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. - That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.
DT	Electrical Systems More complex switches and circuits (including programming, monitoring and control) Make an alarmed moneybox NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. Investigate, disassembly, evaluate - Investigate and evaluate range of BATTERY POWERED products that respond to changes in the environment - Investigate and evaluate range of ALARM SYSTEMS - Look at a variety of light up equipment. How does it work? - Discuss purposes of lights Focus practical tasks - Practise measuring, marking out, cutting and joining skills with construction materials that children will need to create their electrical products. - Demonstrate and enable children to practise methods for making secure electrical connections e.g. using automatic wire strippers, twist and tape electrical connections, screw connections and connecting blocks.	Structures Frame structures Make a desk tidy NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Investigate, disassembly, evaluate - investigate and evaluate existing [portable and permanent]frame structures Focus practical tasks - Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. - Demonstrate the accurate use of tools and equipment. - Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. - Join framework materials together e.g. paper straws, square sectioned wood. Designing	Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Preparing a variety of food from other cultures NC: understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Investigate, disassembly, evaluate - Explore and evaluate a range of existing products in the context of comparing different foods to understand where they come from. - Use the basic principles of a healthy and varied diet in the context of comparing different ingredients in different foods - Classify and group foodstuff - Analyse appearance, smell, taste, texture, how grown, how produced, how eaten. Focus Practical tasks - Cutting and slicing different food stuff - Tasting different food stuff

PSHE	• explore a range of electrical systems that could be used to control their products, including a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches. • Teach children how to avoid making short circuits. Designing Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Making • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. Evaluating • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. Concepts Design Make Evaluate		• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, and shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of existing shell structures including the materials, component and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. Concepts Design Make Evaluate		• Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eat well Plate. • Measure and weigh ingredients appropriately. • Follow a recipe. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc.) • Combine food from different food groups to create healthy products Designing Design a pizza from a different culture • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. • Design own pizza boxes Making • Write a step-by-step recipe, including a list of ingredients, equipment and utensils – make own dough for pizza base • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. Concepts Design Make Evaluate	
	M1) Does everybody have the same feelings?	Fa1) Why do people get married?	Fr1) What makes a close friend?	C1) What is prejudice?	P1) Is there such a thing as the perfect body?	G1) How will my body change as I get older?

	M2) Should we be happy all the time? Os) Social Media anxiety L1* Os) Self Esteem L2 * Consent KS2 Giving and seeking permission British Values Introduction	Fa2) Are families ever perfect? Os1) Control and consent (S1) Os2) Protecting our identity(P1) Os) Passwords C3* Racism <u>Lesson 5: Unconscious bias</u> British Values Rule of Law	Fr2) Should I try and fit in with my friends? Fr3) Should friends tell us what to do? Os) Online Behaviour S2 * Os) Protecting images of us online P2* Consent KS2 Personal boundaries British Values Democracy	C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? Os3a) Meeting strangers online (P4) Os3b) How do we decide what to share? Os4) Personal Information, terms and conditions Os) Fake news N2 * Racism <u>Lesson 6: Being anti-racist in our actions</u> British Values Individual Liberty	P2) How can I stay fit and healthy? P3) Can I avoid getting ill? Os5) Analysing Digital Media (N1) Os) Digital '5 a day' L4 * H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns Consent KS2 Appropriate and inappropriate touch British Values Respect and Tolerance	G2) How will my feelings change as I get older? G3) How will I stay clean during puberty G4) What is Menstruation? Os6) Bias (N2) Os) Game ratings L6 * First Aid - Bleeding British Values Summary / Evaluation
PE	Hockey Children will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Children will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Children will comment on their own and	Basketball Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.	Gymnastics Children create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Children are given	Yoga Children learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Children will be given the	Volleyball Children focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, children have to think about how they use skills, strategies and tactics to	Athletics Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to

	other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games. Fitness Children will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Children will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Children are asked to recognise areas in which they make the most improvement using the data they have collected.	They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances. Dance Children learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Children will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Children will work safely with each other and show respect towards others.	opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, children develop performance skills considering the quality and control of their actions. Cycling (Bikeability) Children will learn practical skills that give them the understanding and expertise they need to ride their bikes on the road safely and confidently.	opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. Fundamentals and Team Games Children will use their critical thinking skills to approach a task. They will reflect on when they were successful at solving challenges and will alter their methods in order to improve. They will be inclusive of others and will share their job roles. They will work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. The children will navigate around a course using a map. They will orientate a map confidently.	outwit the opposition. Children will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Children will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. Cricket Children develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, children achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit children learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. OAA Children develop teamwork skills through completion of a number of challenges. Children work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Children are also given the opportunity to lead a small group. Children learn to orientate and navigate using a map.
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Computing	Computer Systems and Networks - Sharing Information To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together To contribute to a shared project online To evaluate different ways of working together online	Creating Media - Video Editing To recognise video as moving pictures, which can include audio To identify digital devices that can record video To capture video using a digital device To recognise the features of an effective video To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video	Data and Information – Flat-file Databases To use a form to record information To compare paper and computer-based databases To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To apply my knowledge of a database to ask and answer real-world questions	Programming A - Selection in Physical Computing To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met, e.g. number of times To conclude that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a controllable system that includes selection	Creating Media – Vector Drawing To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To evaluate my vector drawing	Programming B – Selection in Quizzes To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program
	Charanga Unit - Livin' On A Prayer <u>Listen & Appraise only</u> Genre – Rock Listen and Appraise songs: • Livin' On A Prayer by Bon Jovi • We Will Rock You By Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo	Charanga Unit – Classroom Jazz <u>Listen & Appraise only</u> Genre – Jazz Listen and Appraise songs: • Three Note Bossa by Ian Grey • Desafinado by Stan Getz • Cotton Tail by Ben Webster • The Five Note Swing • Perdido by Woody Herman	Charanga Unit - Make you Feel My Love <u>Listen & Appraise only</u> Genre - Pop Ballads Listen and Appraise songs: • Make You Feel My Love by Bob Dylan - Adele version • Make You feel my Love - Bob Dylan version • So Amazing by Luther Vandross • Hello by Lionel Richie	Charanga Unit - The Fresh Prince Of Bel-Air <u>Listen & Appraise only</u> Genre - Hip Hop Listen and Appraise songs: • The Fresh Prince of Bel Air • Me, Myself and I by De La Soul • Ready or Not by The Fugees • Rapper's Delight by The Sugarhill Gang	Charanga Unit - Dancing In The Street <u>Listen & Appraise only</u> Genre – Motown Listen and Appraise songs: • Dancing In The Street by Martha And The Vandellas • I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops	Charanga Unit - Reflect, Rewind And Replay <u>Listen & Appraise only</u> Genre - Western Classical music Listen and Appraise songs: • Music For Compline (traditional) (Early Music) • Dido And Aeneas by Purcell (Baroque) • Symphony No 5 in C minor Opus 67 by Beethoven (Romantic)

	• Johnny B. Goode by Chuck Berry • I Saw Her Standing There by The Beatles <u>Sheffield Music Hub Singing and Performance Technique</u> Exploring pulse and rhythm to provide a bedrock of music making and quality listening. Children should explore walking/moving/clapping to a steady beat and be able to confidently identify changes in speed (<i>tempo</i>) Repeat copy-cat rhythms using both notation and word-pattern chants including crochet, quavers and rests. Introduce and understand the differences between crotchets and paired quavers. Use and understand staff and other musical notations. While each class may differ in their fluency of reading each class should have the opportunity to see simple bars of music. Students should feel confident	• Things ain't what they used to be by Ben Webster <u>Sheffield Music Hub Singing Seasonal Repertoire</u> The repertoire builds on the Pulse and Rhythm skills being developed in Autumn 1, as well as encouraging vocal confidence. When teaching the music, we will use language and visuals used to teach musicianship including beat, pulse, or rests. Building on the culture of learning raps and chants, students will be taught lyrics to songs using the same methods, encouraging a strong sense of pulse and rhythm. At this point in the year we aspire to students singing songs with a confident sense of pulse, rhythms and expressive voices. These activities focus on listening with attention to detail and recall sounds with increasing aural memory	• The Way You Look Tonight by Jerome Kern • Love Me Tender by Elvis Presley <u>Sheffield Music Hub Singing - Pitch and Harmony</u> Focus on exploring pitch, understanding the relationship between notes as higher and lower, and exploring notes happening at the same time to create a harmony. By using; • Kodaly Method (do-do) • Rounds • Match Songs • Simple harmonies • Visualisation/Notation students will learn about the pitch capabilities of their own voice by singing collectively and at the same pitch. They will listen with attention to detail and recall sounds with increasing aural memory Students will sing a widening range of unison songs of varying styles and structures with a pitch range of do-do, tunefully and with expression.	• U Can't Touch This by MC Hammer • It's Like That by Run DMC <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> Perform a range of songs in school assemblies Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• I Heard It Through The Grapevine sung by Marvin Gaye • Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell • You Are The Sunshine Of My Life sung by Stevie Wonder • The Tracks Of My Tears sung by Smokey Robinson And The Miracles <u>Sheffield Music Hub Singing – Singing and Performance Techniques</u> We will focus on good physical preparation for singing; warming up, breath control, posture, in order to make sure they are best prepared for good singing technique. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Begin to confidently perform using expression, including understanding the context and lyrics of a song, and the impact of their performance decisions on an audience. Students will be comfortable using vocabulary describing the dimensions of music and confidently make appropriate choices of dimensions of music when singing such as; • Dynamics (forte/piano/	• Minute Waltz by Chopin (Romantic) • Central Park In The Dark by Charles Ives (Contemporary) • Clapping Music by Steve Reich (Contemporary) <u>Sheffield Music Hub Singing Seasonal Repertoire</u> We will see assured performances that are technically sound and engaging to listen to. Students should feel a shared responsibility for the quality of the outcome and a sense of pride in their accomplishments. We will also open a discussion as to where they can take their music making next. Now that this package has ended, what will they do now as a class and as individuals to continue their musical development?
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	reading simple bars of music and may write some rhythms of their own. By using; • Raps • Rhymes • Chants • Body percussion • Tongue twisters students will start to feel the weight and stress on words to indicate bars, beat groupings, and begin to understand pulse keeping to aid musical precision and speed. Students will apply word chants to rhythms, understanding how to link each syllable to one musical note. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes. When approaching notation use the French counting method as a standard.		Groups will sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. We will experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Students will focus on singing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.		crescendo/diminuendo) • Tempo • Structure (verse/chorus/part 1/part 2) • Articulation • Expression Students will take ownership of their sound and apply their understanding of music making to their voices. <i>What makes a good performance?</i> Students will observe phrasing, accurate pitching and appropriate style. Students will develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause They will compare different performance styles and examine what decisions performers have made to best affect their audience. Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.	
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RE	U2.8 What does it mean to be a Muslim in Britain today?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M, J, NR)
MFL	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	What Is The Date? (I)	The Weather (I)	Habitats or Romans (I)	Olympics (I)	Clothes (I)