YEAR 5 Curriculum Skills and Theme Map

	AUTUMN		SPRING		SUMMER	
ENGLISH	**Spoken language** Adapt spoken language to the audience, purpose and context. Express ideas and opinions, justifying points of view. Show understanding of the main points, significant details and implied meanings in a discussion. Begin to use Standard English in formal situations. Begin to use hypothetical language to consider more than one possible outcome. Listen carefully, make contributions and ask questions that are responsive to others' ideas and views. Perform their own compositions using appropriate intonation, volume and movement so the meaning is clear. **Writing** • Non-chronological reports • Letters • Diaries • Persuasion **Texts**: Journey to the River Sea, Non-fiction texts (Rainforests). **Writing transcription** Use expanded noun phrases	**Spoken language** Adapt spoken language to the audience, purpose and context. Explain the effect of using different language for different purposes Develop idea and opinions with relevant detail. **Writing** • Letters • Diaries • Recounts • Debates/Balanced Argument **Texts**: Journey to the River Sea, A Christmas Carol. Bridge to Terabithia. **Writing transcription** Use a wide range of conjunctions to create compound and complex sentences. Speech punctuation. Direct and indirect speech. Commas, parenthesis to avoid ambiguity. Apostrophes for contractions. Adverbials of time, place and number. Write increasingly legibly, fluently and with increasing speed. **Writing composition** Identify audience and	**Spoken language** Adapt spoken language to the audience, purpose and context. Engage the interest of the listener by varying expression and vocabulary. Perform own compositions, using appropriate intonation and volume so that meaning is clear. **Writing** • Adventure stories • Biographies/ autobiographies • Narrative Poetry • Narrative **Texts:** George's Secret Key to the Universe The Highwayman **Writing transcription** Brackets, dashes and commas to indicate parenthesis. Use a wide range of conjunctions to create compound and complex sentences. Direct and indirect speech. Commas before and after phrases and clauses. Write increasingly legibly, fluently and with increasing speed. Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify	**Spoken language** Adapt spoken language to the audience, purpose and context. Perform poems from memory, adapting expression and tone to convey ideas about character and plot **Writing** • Performance Poetry • Greek myths • Information Texts **Texts:** Greek Myths, **Writing transcription** Relative pronouns to create relative clauses (sub-ordination). Apostrophes to indicate possession. Pronouns to avoid repetition and ambiguity. First and third person. Write increasingly legibly, fluently and with increasing speed. Use a wide range of clause structures, sometimes varying their position within the sentence. **Writing composition** Identify audience and purpose for their writing, select appropriate form	**Spoken language** Adapt spoken language to the audience, purpose and context. Develop idea and opinions with relevant detail Explain the effect of using different language for different purposes Begin to use hypothetical language to consider more than one possible outcome. Understand and begin to select appropriate register according to the context **Writing** • Emotive Writing • Persuasion • Recount • Précising **Texts:** Viking Sagas **Writing transcription** Modal verbs to indicate degrees of possibility. Prepositions and prepositional phrases. Write increasingly legibly, fluently and with increasing speed. Use devices to build cohesion within a	**Spoken language** Adapt spoken language to the audience, purpose and context. Develop idea and opinions with relevant detail. Engage the interest of the listener by varying expression and vocabulary. Show understanding of the main points, significant details and implied meanings in a discussion. Oral storytelling. **Writing** • Explanation • Viking Sagas • Instructions **Texts:** Non-fiction texts linked to Vikings & Anglo-Saxons **Writing transcription** Determiners. Antonyms and synonyms Homophones. Write increasingly legibly, fluently and with increasing speed. **Writing composition** Identify audience and purpose for their writing, select appropriate form and

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	to convey complicated information concisely. Use relative clauses beginning with who, which, where, when whose, that, or with an implied (i.e. omitted) relative pronoun. Use modal verbs or adverbs to indicate degrees of possibility. Use adverbs to modify verbs. Use fronted adverbials. Use conjunctions within a paragraph to link the sentences. Use commas before and after phrases and clauses. Pronouns to avoid repetition and ambiguity. Write increasingly legibly, fluently and with increasing speed. **Writing composition** Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Use organisational and presentational devices to structure text and guide the reader (headings,	purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors. **Spelling** Homophones and other words that are often confused: are/our. Words ending in-ant,-ance/-ancy,-ent,-ence/-ency. Endings which are spelt -cial and- tial and exceptions. Continue to learn published Y5 & Y6 word list. Use dictionaries to check spellings of words. Use a thesaurus to extend vocabulary. **Reading – Word reading** Apply their growing knowledge of word roots,	**Writing composition** Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors. **Spelling** Words ending in-able and –ible. Words ending in-ably and –ibly. Adding suffixes beginning with vowels letters to words ending in –fer. Continue to learn published Y5 & Y6 word list. Use dictionaries to check spellings of words. Use a thesaurus to extend vocabulary. **Reading– Word reading** Apply their growing knowledge of word roots, suffixes and prefixes (spelling and meanings) as	and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors. **Spelling** Homophones and other words that are often confused. Use of the hyphen. Learn published Y5 & Y6 word list. Use dictionaries to check spellings of words. Use a thesaurus to extend vocabulary. **Reading – Word reading** Apply their growing knowledge of word roots, suffixes and prefixes (spelling and meanings) as listed in English Appendix 1, to help with reading aloud and understanding the meaning of new words that they meet.	paragraph e.g. then, after that, this, firstly. **Writing composition** Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors **Spelling** Words containing the letter string-ough. Words that are spelt 'ei' after 'c'. Learn published Y5 & Y6 word list. Use dictionaries to check spellings of	use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors. **Spelling** Words with silent letters (ie letters whose presence cannot be predicted from the pronunciation of the word). Learn published Y5 & Y6 word list. Use dictionaries to check spellings of words. Use a thesaurus to extend vocabulary. **Reading – Word reading** Apply their growing knowledge of word roots, suffixes and prefixes (spelling and

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	bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors. **Spelling** Revise spelling rules from Y3 & Y4. Use further suffixes and prefixes. Homophones and other words that are often confused: their/there/they're and were/where/wear. Endings which are spelt –cious or –tious and exceptions. Start to learn published Y5 & Y6 word list. Use dictionaries to check spellings of words. Use a thesaurus to extend vocabulary. **Reading – Word reading** Apply their growing knowledge of word roots, suffixes and prefixes (spelling and meanings) as listed in English Appendix 1, to help with reading aloud and understanding the meaning of new words that they meet. **Reading – Comprehension** Maintain fluency and accuracy when reading	suffixes and prefixes (spelling and meanings) as listed in English Appendix 1, to help with reading aloud and understanding the meaning of new words that they meet. **Reading – Comprehension** Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference material. Checking what they read makes sense to them. Focus on accurate reading of individual words. Recognise and use language features of a range of non-fiction text types to support understanding. Identify and describe the styles of individual writers and poets. Draw inferences such as inferring characters feelings, motives and thoughts from their actions and justifying inferences with evidence from the text.	listed in English Appendix 1, to help with reading aloud and understanding the meaning of new words that they meet. **Reading – Comprehension** Maintain fluency and accuracy when reading complex sentences with subordinate clauses. Predict what might happen form details stated and implied. Understand and discuss complex narrative plots. Compare openings of novels and discuss their effectiveness. Summarise the main ideas drawn from more than one paragraph, identifying the key points.	**Reading – Comprehension** Read books that are structured in different ways and read for a variety of purposes. Maintain fluency and accuracy when reading complex sentences with subordinate clauses. Identify and describe the styles of individual writers and poets. Identify and comment on expressive, figurative and descriptive language to create effects in poetry and prose. Learn a wider range of poetry by heart.	words. Use a thesaurus to extend vocabulary. **Reading– Word reading** Apply their growing knowledge of word roots, suffixes and prefixes (spelling and meanings) as listed in English Appendix 1, to help with reading aloud and understanding the meaning of new words that they meet. **Reading – Comprehension** Increase their familiarity with range of books, including myths, legends and traditional stories including those from different cultures and traditions. Recognise and use language features of a range of non-fiction text types to support understanding. Recognise ways in which writers present issues and points of views in fiction and non-fiction texts.	meanings) as listed in English Appendix 1, to help with reading aloud and understanding the meaning of new words that they meet. **Reading – Comprehension** Recommend books they have read to their peers giving reasons for their choices. Maintain fluency and accuracy when reading complex sentences with subordinate clauses. Recognise and use language features of a range of non-fiction text types to support understanding.

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	complex sentences with subordinate clauses, and work out unfamiliar words. Retrieve, record and present information from non-fiction. Discuss themes in a story and recognise thematic links with other texts. Discuss authors' techniques for describing characters, settings and actions. Recognise ways in which writers present issues and points of views in fiction and non-fiction texts.					
MATHS	**Number and place value** Read, write, order and compare numbers to 1 million and determine the value of each digit. Count forwards and backwards in steps of powers of 10 for any given number up to 1 million. Interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers, crossing through zero. Round any number up to 1 million to the nearest 10, 100, 1000 and 100 000. Solve number problems and practical problems that involve all of the above.	**Number and place value** Read, write, order and compare numbers to 1 million and determine the value of each digit. Count forwards and backwards in steps of powers of 10 for any given number up to 1 million. Interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers, crossing through zero. Round any number up to 1 million to the nearest 10, 100, 1000 and 100 000. Solve number problems and practical problems that involve all of the above.	**Number and place value** Read, write, order and compare numbers to 1 million and determine the value of each digit. Count forwards and backwards in steps of powers of 10 for any given number up to 1 million. Interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers, crossing through zero. Round any number up to 1 million to the nearest 10, 100, 1000 and 100 000. Solve number problems and practical problems that involve all of the above. **Four rules**	**Number and place value** Read, write, order and compare numbers to 1 million and determine the value of each digit. Count forwards and backwards in steps of powers of 10 for any given number up to 1 million. Interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers, crossing through zero. Round any number up to 1 million to the nearest 10, 100, 1000 and 100 000. Solve number problems	**Number and place value** Read, write, order and compare numbers to 1 million and determine the value of each digit. Count forwards and backwards in steps of powers of 10 for any given number up to 1 million. Interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers, crossing through zero. Round any number up to 1 million to the	**Number and place value** Read, write, order and compare numbers to 1 million and determine the value of each digit. Count forwards and backwards in steps of powers of 10 for any given number up to 1 million. Interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers, crossing through zero. Round any number up to 1 million to the nearest 10, 100, 1000 and 100 000.

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	Read Roman numerals to 1000(M) and recognise years written in Roman numerals. **Four rules** Addition, Subtraction, Multiplication and Division. Add large numbers in different contexts using formal column addition (more than 4 digits). Subtract large numbers using formal column subtraction (more than 4 digits). Add and subtract mentally with increasingly large numbers. Use rounding to estimate and check answers to addition and subtraction calculations. Multiply and divide numbers mentally drawing upon known facts. Multiply/divide whole numbers and those involving decimals by 10,100 and 1000. Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers. Use a formal vertical method to multiply HTO, ThHTO and whole numbers with up to 2 decimal places	**Four rules** Addition, Subtraction, Multiplication and Division. Add large numbers in different contexts using formal column addition (more than 4 digits). Subtract large numbers using formal column subtraction (more than 4 digits). Use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers. Divide 3 and 4-digit numbers by 1-digit numbers using the formal written method of short division and interpret remainders appropriately for the context. Use rounding to estimate and check answers to addition and subtraction calculations. Multiply and divide numbers mentally drawing upon known facts. Use mental strategies to multiply and divide multiples of 10 and 100. Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples. Identify multiples and factors including finding all	Addition, Subtraction, Multiplication and Division. Multiply and divide numbers mentally drawing upon known facts. Recognise and use square numbers and cubed numbers and the notation for these. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Use a formal vertical method to multiply HTO, ThHTO and whole numbers with up to 2 decimal places by a single digit. Divide 3 and 4 digit numbers by one digit using short division. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the = sign. Use rounding to estimate and check answers to addition and subtraction calculations **Fractions** Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number.	and practical problems that involve all of the above. **Four rules** Addition, Subtraction, Multiplication and Division Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is a prime and recall prime numbers up to 19. Multiply and divide numbers mentally drawing upon known facts. Add large numbers in different contexts using formal column addition (more than 4 digits). Subtract large numbers using formal column subtraction (more than 4 digits). Use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers. Divide 3 and 4-digit numbers by 1-digit numbers using the formal written method of short division and interpret remainders appropriately for the context.	nearest 10, 100, 1000 and 100 000. Solve number problems and practical problems that involve all of the above. **Four rules** Addition, Subtraction, Multiplication and Division. Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples. Multiply and divide numbers mentally drawing upon known facts. Add large numbers in different contexts using formal column addition (more than 4 digits). Subtract large numbers using formal column subtraction (more than 4 digits). Use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers. Divide 3 and 4-digit numbers by 1-digit numbers using the formal written method of short	Solve number problems and practical problems that involve all of the above. **Four rules** Addition, Subtraction, Multiplication and Division Multiply and divide numbers mentally drawing upon known facts. Add large numbers in different contexts using formal column addition (more than 4 digits). Subtract large numbers using formal column subtraction (more than 4 digits). Use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers. Divide 3 and 4-digit numbers by 1-digit numbers using the formal written method of short division and interpret remainders appropriately for the context. **Fractions** Solve problems which require knowing percent and decimal equivalents

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	by a single digit. Divide 3 and 4 digit numbers by one digit using short division. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the = sign. **Fractions** Revise Y4 curriculum for fractions, looking at: Common equivalents fractions, decimals and percentages. Count up and down in hundredths. Add and subtract fractions with same denominator Rounding and comparing decimals. Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction represented visually including tenths and hundredths. Recognise the percent symbol and understand what it means and change to fractions out of a hundred and as a decimal. **Measures** **Time**	factor pairs of a number and common factors of two numbers. **Fractions** Read and write decimal fractions as fractions eg. 0.71 = 71/100. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write order and compare numbers with up to 3 decimal places. Solve problems which require knowing percent and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Add and subtract fractions with same denominator and denominators that are multiples of the same number. **Measures** **Length and Perimeter** Convert between different units of length. Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Use all 4 operations to solve problems involving measure, using decimal notation, including scaling.	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Recognise and use thousandths and relate them to tenth, hundredths and decimal equivalents. Solve problems involving numbers up to 3 decimal places. Solve problems which require knowing percent and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Add and subtract fractions with same denominator and denominators that are multiples of the same number (find the common denominator). **Measures** Calculate and compare area of rectangles and use standard units and squares, cm2 and m2 and estimate the area of irregular shapes. **Geometry** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed. **Statistics**	**Fractions** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Solve problems involving finding non unit fractions in a variety of contexts. Compare and order fractions whose denominators are multiples of the same number. Find common denominators **Measures** Estimate volume (e.g. using cm3 blocks to build cuboids) and capacity (e.g. using water). Convert between different units of weight. **Geometry** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Distinguish between regular and irregular polygons, based on reasoning about equal sides and angles.	division and interpret remainders appropriately for the context. Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates. **Fractions** Recognise mixed numbers and improper fractions and convert from one to the other. Solve problems involving finding non unit fractions in a variety of contexts. Read, write order and compare numbers with up to 3 decimal places. Multiply proper fractions and mixed numbers by whole numbers. **Measures** Understand and use approximate equivalents between metric and common imperial units such as inches, pounds and pints. Convert between different units of measure using	of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Solve problems involving number up to 3 decimal places. Revise all Y5 fraction concepts **Measures** Solve problems involving time, including reading simple timetables Revise previous terms' work in problem solving . **Geometry (revisiting from term 2)** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. **Problem solving** Use rounding to check

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	Revise converting 12-hour clock times to 24-hour clock times and other units of time. Find a time from a given number of minutes or hours and minutes later. Calculate time intervals using 24-hour clock format. Solve problems involving time, including reading simple timetables. Measure and calculate the perimeter of shapes that need to be divided into rectangles in cm and m. Use properties of rectangles to deduce related facts and find missing lengths and angles. Convert between different units of measure using understanding of multiplication and division by 10, 100 and 1000. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. **Problem Solving** Use rounding to check calculations and determine levels of accuracy in the	**Geometry** Use a protractor to measure and draw angles in degrees. Recognise, use terms and classify angles as obtuse, acute and reflex. Recognise that angles on a straight line total 180° and angles round a point total 360°. Identify and name parts of a circle including diameter, radius and circumference Draw circles to a given radius using a pair of compasses. Relate angles to turns, and recognise that a 360° angle is a complete turn. Use angle facts to solve problems related to turn. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Distinguish between regular and irregular polygons, based on reasoning about equal sides and angles. **Problem solving** Revise mental and written addition and subtraction strategies, choose to use a mental strategy or written method to solve addition and subtraction, choose to	Solve comparison, sum and difference problems, using information presented in a line graph. Complete, read and interpret information in tables, including timetables. **Problem solving** Use rounding to check calculations and determine levels of accuracy in the context of a problem. Solve addition and subtraction multi-step problems in context, deciding which operation to use and why. Solve number/practical problems that involve all of the above.	**Statistics** Solve comparison, sum and difference problems, using information presented in a line graph. Complete, read and interpret information in tables, including timetables. **Problem solving** Use rounding to check calculations and determine levels of accuracy in the context of a problem. Solve addition and subtraction multi-step problems in context, deciding which operation to use and why. Solve number/practical problems that involve all of the above.	understanding of multiplication and division by 10, 100 and 1000. **Geometry (revisiting from term 1)** Use a protractor to measure and draw angles in degrees. Recognise, use terms and classify angles as obtuse, acute and reflex. Recognise that angles on a straight line total 180° and angles round a point total 360°. Identify and name parts of a circle including diameter, radius and circumference. Draw circles to a given radius using a pair of compasses. Relate angles to turns, and recognise that a 360° angle is a complete turn. Use angle facts to solve problems related to turn. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Distinguish between	calculations and determine levels of accuracy in the context of a problem. Solve addition and subtraction multi-step problems in context, deciding which operation to use and why. Solve number/practical problems that involve all of the above.

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	context of a problem. Solve addition and subtraction multi-step problems in context, deciding which operation to use and why. Solve number/practical problems that involve all of the above.	solve multiplication and division questions including 2- and 3-digit by 1-digit and 2-digit by 2-digit using a mental or a written method. Identify the operation being used on numbers, understand that addition and subtraction are inverse operations multiplication and division.			regular and irregular polygons, based on reasoning about equal sides and angles. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables. **Problem solving** Use rounding to check calculations and determine levels of accuracy in the context of a problem. Solve addition and subtraction multi-step problems in context, deciding which operation to use and why. Solve number/practical problems that involve all of the above.	
Main Focus	**Comparing Countries & Climates**		**Earth & Beyond**		**Invaders & Settlers**	
SCIENCE	**Life Cycles** Life cycles of plants & animals (inc. mammal, insect, bird, amphibian) Name scientific equipment. Ask questions which can be investigated.		**Stephen Hawking** Who is he? Why is he important? **Earth and Space**	**Forces** Introduce gravity, resistance and mechanical forces. Identify scientific evidence that has been	**Materials-Properties and Changes** Classify materials according to a variety of properties. Understand mixtures	**Animals including humans** Describe changes as humans develop and mature.

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		Understand location and interaction of Sun, Earth and Moon. Collect and record data, take accurate measurements using scientific equipment.	used to support or conflict ideas. Plan different types of scientific enquiries to answer. Sir Isaac Newton The Wright brothers	& solutions. Know about reversible changes; identify irreversible. Use test results to make predictions to set up further comparative and fair tests.	
Science	**Working Scientifically** Children: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; Measurements, using a range of scientific equipment, with accuracy, taking repeat readings when appropriate; Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs; Test results to make predictions to set up further comparative and fair tests; Report and present findings from enquires, including conclusions, causal relationships and explanations, trusting my results; Identify scientific evidence that has been used to support or conflict ideas or arguments;				
HISTORY		**Ancient Greece** A study of Greek life and achievements and their influence on the western world.		**Anglo-Saxons and Vikings** Roman withdrawal from Britain; Scots invasion - Invasions, settlements & kingdoms - Viking invasions; Danegald - Edward the Confessor Comparison of Vikings and Anglo-Saxons as peoples.	
GEOGRAPHY	**North America & the UK** Study regions of North America. Compare with a region in the UK.	**Rivers & Coasts** Water cycle. How have rivers and coasts have eroded and changed over years?			
ART	**Drawing and Painting** Colour, texture and printmaking Kandinsky, Pablo Picasso, Jackson Pollock, Matisse	**Sketching and Shading** Line, tone, shape and form Mark Rothko, Lee Krasner		**Pop Art & Textiles** Andy Warhol Louise Mead	
	Use sketchbooks to collect, record, review, revisit & evaluate ideas				
DT	**Food technology** Cook savoury dishes for a healthy & varied diet. (Link to either class countries or to North America)	**Cams, Levers and Pulleys** Use mechanical & electrical systems in own products, including programming.		**Viking Longboats** Use research and criteria to develop products which are fit for purpose and aimed at specific groups.	

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MUSIC	**Recorders** Revisit work from previous years and introduce new notes. **Singing in Rounds** Be able to sing two part songs.		**Journey into Space** Use sounds and structures to achieve an intended effect. **Composition**		**Recorders** Use and understand basics of staff notation. **The History of Music & Composers** Develop an understanding of the history of music including great musicians and composers.	
COMPUTING	**Basic Skills** Increasing skills and confidence when using Office programs and manipulating text and images. Increasing competence in navigating computer systems. **E-Safety:** safe and responsible use of the internet. Multimedia Presentation (North America)	**We are bloggers/vloggers** ***Sharing experiences and opinions*** Become familiar with blogs as a medium and a genre of writing Create a series of blog posts on a theme. **E-Safety:** share thoughts that are appropriate for posting to the online community.	**We are game developers** ***Programming and Control*** Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs. Detect and correct errors on programs. **KODU** **E-Safety:** participate positively in an online community.		**Choosing the most appropriate program** Children will apply knowledge of a range of software to select an appropriate program to use to present a variety of information to a given audience. E-Safety: using appropriate websites, safe searching on search engines using filters, understand copywrite and fair use.	
PE	**Indoor:** **Dance &/or Gymnastics** Develop flexibility and control in gym & dance	**Outdoor:** **Invasion Games** Play competitive games.	**Indoor:** **Badminton or Dance &/or Gymnastics** Play competitive games. Develop flexibility and control in gym & dance	**Outdoor:** **Fielding & Striking** **Kwik Cricket** Play competitive games.	**Indoor:** **Gymnastics** Develop flexibility and control in gym & use a range of large apparatus.	**Outdoor:** **Tennis & Athletics** Use running, jumping, catching and throwing in isolation and in combination.
RE	**What is a mosque and why is it important?** Visit a local Mosque **Christingle-** Where does the Christingle tradition come from and what does its symbolism represent?		**Inspirational People** Nelson Mandela, Martin Luther King, Sister Francis Dominica Who is inspirational to us? **Easter**-Betrayal & Loyalty		**Judaism in the home.** How do we know a home is a Jewish home? How do Muslims celebrate **Eid?**	
PSHE	**SEAL – New Beginnings** New class rules, new class routines. **Getting On and Falling Out** Friendship Week		**SEAL – Good to be me, Going for Goals** What are my qualities? Why am I important? What are my goals? How can I achieve my goals? **Financial Capability** Scholastic Book Fair Business School		**SEAL – Relationships, Changes (Lucinda and Godfrey)** How do we get on with each other? How do we deal with problems What changes are I store? How can we prepare for change?	

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Language	**Out and About** **Listening and Responding - Key skills and activities** • Understand and use negatives • Appreciate similarities and differences between French and English high streets • Understand key information from a short exchange **Speaking - Key skills and activities** • Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Recite a short text with accurate pronunciation **Reading and Responding - Key skills and activities** • Make simple sentences and manipulate them by changing an element • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary • Substitute quantifiers and adjectives in a sentence • Record activity on the high street at certain times of day, and express it in French **Writing** Key skills and activities • Write short sentences, substituting • Vocabulary in model sentences	**Sports and Hobbies** **Listening and Responding - Key skills and activities** • Understand and express simple opinions • Listen to a native speaker and understand more complex phrases and sentence **Speaking** Key skills and activities • Imitate pronunciation of sounds **Reading and Responding - Key skills and activities** • Substitute quantifiers and adjectives in a sentence **Writing** Key skills and activities • Substitute quantifiers and adjectives in a sentence • Integrate new language into previously learned language	**Bon appetite** **Listening and Responding - Key skills and activities** • Listen to and understand a speaker expressing likes and dislikes **Speaking - Key skills and activities** • Take part in a conversation expressing likes/dislikes of certain foods. • Extend basic sentences by using connectives • Use negatives • Develop accuracy in pronunciation and intonation • Use spoken language spontaneously during a breakfast role play **Reading and Responding - Key skills and activities** • Find words in a bi-lingual dictionary • Read and understand a menu. **Writing** Key skills and activities • Express opinions in short, written sentences included in a Powerpoint presentation

Preparation for life in Modern Britain

Knowledge and Understanding	Key Elements	Curriculum areas	Activities
Social justice and equality	Fairness between groups Causes and effects of inequality	RE	RE-Special People of Faith and Action (Gandhi, Tutu etc.) Martin Luther King Day
Diversity	Contribution of different cultures, values and beliefs to our lives Nature of prejudice and ways to combat it	RE	RE-Special People of Faith and Action (Gandhi, Mandela, Rosa Parks, Tutu etc.) Biography- (inspirational people) Visit to the Mosque/Contribution of Vikings and Ancient on modern society.

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Globalisation and Interdependence	Trade between countries Fair trade	PSCHE/ Geography	Red Nose Day Fair Trade
Sustainable Development	Relationship between people and environment Awareness of finite resources Our potential to change things	Geography/ English	Rivers & Coasts
Peace and conflict	Causes of conflict Impact of conflict Strategies for tackling conflict and for conflict prevention	RE	RE-Special People of Faith and Action (Gandhi, Tutu etc.) Aesop's Fables Anglo-Saxon & Viking invasions
Skills			
Critical thinking	Detecting bias, opinion and stereotypes Assessing different viewpoints	Science PSCHE	Space topic- the ethics of Space exploration-
Ability to argue effectively	Finding and selecting evidence Beginning to present a reasoned case	English and History	Debates
Ability to challenge injustice and inequalities	Recognising and starting to challenge unfairness	RE	RE-Special People of Faith and Action (Gandhi, Tutu etc.)
Respect for people and things	Making choices and recognising the consequences of choices	PSCHE/ICT	Circle Time ICT- E-safety
Co-operation and conflict resolution	Accepting and acting on group decisions Compromising How to get on with each other, how to deal with problems.	PSCHE	Friendship Week- Getting on and Falling out through PSHE/Going for Goals
Values and Attitudes			
Sense of identity and self esteem	Sense of importance of individual worth	English	Autobiography
Empathy and sense of common humanity	Empathy towards others locally and globally	RE/ English/PSCHE	RE-Special People of Faith and Action (Gandhi, Tutu etc.) Study of faiths including Christianity, Muslim and Jewish faiths. Friendship Week- Bridge to Terrabithia
Commitment to social justice and equality	Growing interest in world events Sense of justice	Geography/ English/PSCHE	News around the World
Valuing and respecting diversity	Growing respect for difference and diversity	RE	RE-Special People of Faith and Action
Concern for environment and commitment to sustainable development	Sense of responsibility for the environment and the use of resources	Geography/ English/PSCHE	Rivers & Coasts
Belief that people can make a difference	Belief that things can be better and that individuals can make a difference Democracy and the Rule of Law	RE PSCHE	RE-Special People-Inspirational people in our local community Social media- (Blogging) Ancient Greece- Democracy and debate Student council speeches and vote- The principles of Democracy